

Team Effectiveness of Track and Field Athletes in a Chinese University Towards an Enhanced Team-Building Program

Shuo Feng*

Graduate School, Adamson University, CO 1000, Philippines

* Corresponding author: Shuo Feng (Email: 18697351516@163.com)

Abstract: This dissertation explores the team effectiveness of track and field athletes at Shanghai Sports University with the aim of developing an enhanced team-building program. The study investigates key dimensions of team effectiveness including purpose and goals, roles, team processes, team relationships, intergroup relations, problem solving, passion and commitment, and skills and learning. Utilizing a descriptive-comparative research design, the study collects data from 115 track and field athletes and 32 coaches through questionnaires and structured interviews. Findings indicate that while the team generally exhibits effective performance across various dimensions, specific areas such as role clarity, intergroup relations, and individual responsibility need improvement. The study highlights the importance of a meaningful shared purpose and continuous skill development. Enhanced team-building activities, based on the identified gaps, are proposed to foster better communication, cooperation, and overall team cohesion. The research underscores the critical role of teamwork in achieving high performance in elite sports and provides practical recommendations for university administrators, coaches, and future researchers to bolster team effectiveness. By addressing these areas, the university can ensure a supportive environment that promotes athletic excellence and well-being among its athletes.

Keywords: Team Effectiveness, Team-building, Track and Field, Shanghai Sports University.

1. Introduction

Teamwork is appreciated as a core value in organizations. Teams are considered to be a foundation block of organizations. Nowadays, team-based structures are encouraged to cope with complex and contemporary work environments (Katzenbach & Smith, 2015). There has been a dramatic revolution in organizational structures around the world over the last decade. Although financial, strategic, and technical imperatives are fuelling this revolution, one of its most fascinating characteristics has been a continuing shift away from work structured around individual jobs, which has given way to team-based organizational structures.

Teamwork allows companies to make greater use of their employees. All companies who want to increase their business's efficiency need to rely on the work teams. A dysfunctional team can lead to falling short of performance goals, so building effective teams are the primary aim of any company (Shah et al., 2022).

Each team has the potential to rise or fall based on the group of people who share the same passion and goals and are working together to achieve success. This narrative is very common in elite sport, an environment that presents considerable health and performance challenges to the athlete and those charged with the responsibility of supporting them. Considering that the success of athlete support teams is often measured by athletic performance outcomes, evidence supports the notion that contemporary athlete achievement can be strongly influenced by the function of the athlete support team. However, given the enormity of the performance and health challenges, elite sport teams may need further inputs beyond traditional structures of coaching staff and limited number of medical personnel to influence health and athletic performance outcomes. Research

exploring the dynamics of team function and team performance in an elite sporting environment is one under-appreciated area that can assist meeting this increasing challenge. The nature of team function is a complex phenomenon that is far from resolved.

A 'team' can be defined as a group of individuals with specified roles and responsibilities interacting adaptively, interdependently, and dynamically towards a valued common outcome and who are together embedded in an encompassing organisational system, with boundaries and linkages to the broader system context and task environment. Individuals within elite sport support teams include team/athlete coaches and the sports medicine and science team members who are constantly looking for ways to improve the performance and health of the athletes with whom they work. Teamwork refers to the behavioral processes that team members (e.g. members of a HPT) use to achieve work within the team (e.g. communication, collaboration, sharing of expertise), and team function refers to a group of people working towards a common objective. That is, the function of a team relates to the ability to coordinate and cooperatively interact with each other to facilitate task objectives through a shared understanding of the team's resources (e.g., members' knowledge, skills, and experiences), the team's goals and objectives, and the constraints within the work environment. Thus, teamwork is a component of team function. Team performance accounts for the cumulative outputs of the team's actions, sometimes irrespective of how the team may have accomplished the task. The effectiveness of a team, however, takes a holistic perspective in considering not only how the team performed, but also how the team interacted attempting to achieve a desired output. Thus, the performance of support teams in high-performance sport may not be simply reduced to the outcomes of the athletes or teams of

athletes they support.

United Nations' sustainable development goal 3 aims to ensure healthy lives and to promote wellbeing for all by 2030 (United Nations, 2022). Well-being has a significant impact on resilience. Workplace resilience has been considered an essential asset for enhancing performance and wellbeing in the face of challenging circumstances. Resilience has been studied as an individual skill and a team-level construct involving team processes for effectively managing stress and positively coping with adversity.

As team effectiveness is crucial in obtaining the success of a project, the following traits are critical for effective team performance: team leadership, management support, interactions of the team members, clarity of goals, and openness (Adu & Opawole, 2020). A good team will be formed by a collection of highly skilled individuals. Team members should display collaboration, competency, and leadership skills in addition to being technically capable of doing their responsibilities, and the team as a whole must participate in successful communication and team processes (Lacerenza et al., 2018).

Effective teams are pillars of successful enterprises, especially in rapidly changing situations. Team effectiveness is greatly influenced by reflexivity. Teams will be more productive when members collaboratively reflect on how they operate and the environment in which they work. (Schippers et al., 2007) Team members give better results when they get flexibility and autonomy to perform their work. (Peeters et al., 2022).

During the years of teaching and coaching of the researcher in a university in the tertiary level in China, he saw many teachers who are at the same time coaches and even coaches themselves "burn out" and leave the teaching and coaching profession because they did not have administrative support or teacher or coach collaboration to build the team to be effective. These teachers and coaches said they were not appreciated for the work they did and the long hours they put in. They said they were not a part of the decision-making process of the university. This is the same experience players and athletes had.

Track and field is the mother of sports, and its sports form is the basis of specific sports skills, and also affects the future participation of young people in physical activities. Perceived motor ability is the understanding and confidence of one's own athletic ability level, and is an important factor affecting the development of students' basic athletic skills. The effectiveness of the team really is important in any event in track and field.

2. Statement of the Problem

This study adhered to determine the team effectiveness as perceived by the track and field players/athletes in Shanghai Sports University. The result of this study will be the basis of the researcher in coming up with an enhanced team-building program for the different sports events in the university.

Specifically, the researcher purports to find answers to the following problems:

(1) What is the profile of the athletes/players respondents in terms of the following:

1) Sex

2) Age

(2) What is the assessment of the track and field players/athletes on their team effectiveness in terms of:

1) Purpose and Goals

2) Roles

3) Team Processes

4) Team Relationships

5) Intergroup Relations

6) Problem Solving

7) Passion and Commitment

8) Skills and Learning

(3) Are there significant differences in the assessment of the track and field players/athlete respondents' perceived effectiveness of their team when their profile is taken as a test factor?

(4) How do their respective coaches observe the effort of the track and field players/athletes to have an effective team?

(5) What is the observation of the avid followers of the team on their effectiveness as a team particularly when they are on their games.

(6) What sports program can be developed to enhance the team-building effectiveness of the track and field athletes?

3. Synthesis of the Study

All the reviewed literatures provided vital support and guide to the present study. They all discussed the importance of team-building activities in the playing court and the concept of teamwork. As cited, it serves to help players to get to know each other, develop social skills, listen carefully to directions, cooperate with each other and feel more comfortable in games. Building teams in the team creates a sense of community and connectedness that makes playing easier and more fun for every player. In addition, some of the cited literatures discussed the history of teamwork as this has become a critical skill in the twenty-first century, has a very rich history, and one of the oldest things known to man.

4. Research Design

The present study will use descriptive-comparative research. This design focuses at the present situation (what is). The purpose is to find new truth. The truth may have different forms such as increased quantity of knowledge, a new generalization or new 'law', an increased insight into factors which are operating, the discovery of new causal relationship, a more accurate formulation of the problem to be solved and many others.

Descriptive researches are valuable in : (1) providing facts in which scientific judgment may be based; (2) providing essential knowledge about the nature of objects and persons; (3) for closer observation into the practices, behavior, methods and procedures; (4) playing a large part in the development of instruments for the measurement of many things; and (5) formulating policies in the local, national or international level.

5. Research Locale

Shanghai University of Physical Education was founded in 1952, formerly known as the East China Institute of Physical Education and Sports, renamed Shanghai Institute of Physical Education and Sports in 1956, is the earliest institution of higher education in physical education established in New China. It is the earliest higher education institution of physical education established in New China. It was originally a university directly under the State Sports Commission, and since 2001, it has been jointly built by the General Administration of Sport of China and the Shanghai Municipal

People’s Government, and since 2017, it has been selected as one of the national “double first-class” and Shanghai’s high-level local university construction sequence. 2023, approved by the Ministry of Education, it has been renamed as the Shanghai University of Physical Education and Sports. The university adheres to the direction of socialist schooling, focuses on the implementation of the fundamental task of establishing moral education, and constructs a “five education” pattern of educating people. The university insists on exploring the innovative development path of talent cultivation, academic innovation, social service, cultural inheritance, and opening up to the outside world, and building a world-class university of physical education and sports on the soil of China. Adhere to the positioning of running schools with special characteristics and applied research, upholding the motto of “unity of body and mind, accumulation and competition”, carrying the glorious mission of “developing sports, enhancing people’s physical fitness, and promoting sports culture”, and practicing the fundamental concept of “for the lifelong development of teachers and students” and the principle of “for the lifelong development of teachers and students”. The school’s motto is "Unity of “ody and mind, accumulation and competition", carrying the honorable mission of “developing sports, enhancing people’s physical fitness, and promoting sports.

The school is located in the economic center of Shanghai. As of December 2022, the school has 3 campuses in Yangpu, Xuhui and Songjiang, as well as teaching sites in Jiangwan and Huangpu, covering an area of more than 1,100 acres, with a building area of about 370,000 square meters.

The university became a master's degree-granting organization in 1981 and one of the first doctoral degree-granting organizations in China’s sports colleges in 1986. Now the university has formed a discipline system which is mainly based on Physical Education, with a high level of cross-fertilization of Science, Medicine, Literature, Engineering, Management, Law, Art and other disciplines. In the fourth round of national academic discipline assessment, “Physical Education” was awarded the highest grade of A+. There are 24 undergraduate majors. Among them, there are 13 first-class undergraduate majors at national, provincial and municipal levels. There are 24 first-class undergraduate programs at national, provincial and municipal levels, which basically cover all undergraduate majors of the university. There are 6 academic master’s degree authorization points of the first-level disciplines of Physical Education, Psychology, Medical Technology, Journalism and Communication, Marxist Theory, Public Health and Preventive Medicine, and 5 professional master’s degree authorization points of Physical Education, Tourism Management, Journalism and Communication, Applied Psychology and Business Administration. It has a doctoral degree authorization point for the first-level discipline of Physical Education, and all the second-level discipline doctoral degree authorization points of Sports Humanities and Sociology, Sports Human Science, Ethnic Traditional Physical Education, Physical Education and Training, etc., and has set up its own doctoral degree points for the second-level disciplines of Sports Management, Sports Engineering, Sports Rehabilitation, Anti Doping, Sports Communication and other five disciplines. The university has a strong faculty with about 600 full-time teachers.

6. Results, Analysis, and Interpretation

This chapter presents the data analysis and interpretation of the findings from the given questionnaire to the chosen respondents involved in the study. The sequence of the presentation was based on the statement of the problem as stated in Chapter 1, of which the main objective of the researcher was to assess the awareness of student-athletes on their perception of the implementation of the disaster management system.

(1) The demographic profile of the athletes/players respondents in terms of the following:

- 1) Sex
- 2) Age

This part seeks to examine the demographic profile of track and field athletes to better understand factors influencing team effectiveness. The demographic elements under consideration are sex and age, with the goal of identifying trends that could guide the development of an improved team-building program. Through a comprehensive examination of these demographic factors, the study seeks to generate insights that will support the creation of a robust and inclusive team-building program, ultimately enhancing the effectiveness of track and field athletes at the university. This focused approach is expected to not only boost team effectiveness but also promote a more positive and harmonious team culture, encouraging greater participation and enthusiasm among track and field athletes at the university.

Table 1. Frequency Distribution of the Athletes/Players Respondents’ Profile in Terms of Sex

Sex	Frequency	Percentage
Male	69	60.0%
Female	46	40.0%
Total	115	100.0%

The frequency distribution in Table 1 reveals a positive demographic profile of athletes based on their sex. Out of a total of 115 respondents, 69 are male and 46 are female, representing 60.0% and 40.0% of the total population, respectively. Despite a higher number of male athletes, the significant presence of female athletes (40.0%) indicates a notable degree of gender diversity within the team, which can have a positive impact on the study of team effectiveness among track and field.

This gender diversity brings valuable opportunities for creating an inclusive team-building environment. A diverse team, with nearly half its members being female, can foster varied perspectives and contribute to a richer, more dynamic team culture. By recognizing and embracing this diversity, the study can explore ways to strengthen teamwork and promote collaboration, ultimately leading to enhanced team effectiveness.

Moreover, the substantial representation of female athletes provides a strong foundation for promoting a culture of inclusivity and gender equity. The study can focus on building team-building programs that encourage interaction and understanding among all team members, regardless of gender. This can help in fostering a harmonious atmosphere, boosting morale, and encouraging broader participation in track and field sports.

Leveraging the diverse strengths of both male and female athletes can lead to a more creative and adaptable team. The

different communication styles and problem-solving approaches inherent in a gender-diverse group can be harnessed to drive innovation and resilience within the team. By emphasizing these benefits, the study can pave the way for an environment where diversity is not only accepted but celebrated.

Overall, the data from Table 1 suggest that there is a significant level of gender diversity among the track and field athletes. This diversity offers a solid base for developing inclusive team-building programs that contribute to a more effective and harmonious sporting environment, while also promoting gender equality and mutual respect among team members.

Table 2. Frequency Distribution of the Athletes/Players Respondents' Profile in Terms of Age

Age	Frequency	Percentage
Less than 18 yrs. old	21	18.3%
19 – 20 yrs. old	19	16.5%
21 – 22 yrs. old	20	17.4%
23 – 24 yrs. old	23	20.0%
25 years old and above	32	27.8%
Total	115	100.0%

The frequency distribution in Table 2 illustrates the age profile of 115 track and field. This data reveals a balanced range of ages within the team, suggesting a blend of youthful energy and seasoned experience. Notably, 21 athletes (18.3%) are under 18 years old, 19 athletes (16.5%) are between 19 and 20 years old, 20 athletes (17.4%) are in the 21-22 age range, 23 athletes (20.0%) fall in the 23-24 age range, and the largest group, comprising 32 athletes (27.8%), is aged 25 years and above.

This distribution indicates a diverse team with different levels of maturity and experience. The presence of younger athletes brings enthusiasm and a willingness to learn, while older athletes often contribute leadership and mentoring skills. Such diversity can foster a dynamic team environment, where a mix of perspectives and approaches leads to enhanced creativity and adaptability.

The implications for team-building are significant. Given the range of ages, team-building programs must be designed

to cater to varied age groups, ensuring that activities resonate with both younger and older athletes. Cross-generational initiatives that promote interaction and mentorship can strengthen team cohesion and communication. Older athletes, particularly those aged 25 years and above, have the potential to take on leadership roles, guiding their younger teammates and setting a positive example.

The age diversity also opens doors to various team dynamics. Younger athletes may bring fresh ideas and high energy to the team, while older athletes provide stability and experience. By fostering a culture that values this mix, the team can benefit from both the vibrancy of youth and the wisdom of experience.

Overall, the age distribution in Table 2 presents a positive scenario for the track and field team. The varied ages suggest a well-rounded team with the potential to learn from one another, adapt to challenges, and thrive through collaboration. The study can explore how this diversity contributes to team effectiveness and use the insights gained to craft team-building programs that celebrate and harness this rich age spectrum, ultimately leading to a more cohesive and successful team.

(2) The assessment of the track and field players/athletes on their team effectiveness in terms of:

- 1) Purpose and Goals
- 2) Roles
- 3) Team Processes
- 4) Team Relationships
- 5) Intergroup Relations
- 6) Problem Solving
- 7) Passion and Commitment
- 8) Skills and Learning

This part evaluates the effectiveness of track and field by examining key factors that influence team performance. The assessment includes the clarity of purpose and goals, the alignment of roles, and the efficiency of team processes. It also explores the quality of team relationships, intergroup relations, and problem-solving abilities. Additionally, the study assesses the team's level of passion and commitment and the opportunities for skills and learning. By analyzing these elements, the study aims to identify areas for improvement and provide recommendations to enhance team effectiveness and foster a more cohesive, successful team environment.

Table 3. Assessment of the track and field players/athletes on their team effectiveness in terms of Purpose and Goals

Purpose and Goals	Mean	SD	Qualitative Description	Interpretation	Rank
Our team has a meaningful, shared purpose	2.89	1.02	Agree	Effective	7
Team problem solving results in effective solutions	3.10	0.95	Agree	Effective	3
We are able to resolve conflicts with other teams collaboratively	3.13	1.00	Agree	Effective	2
Working on our team inspires people to do their best	3.08	0.99	Agree	Effective	4
We are strongly committed to a shared mission	3.05	0.94	Agree	Effective	6
We address and resolve issues quickly	3.29	0.90	Strongly Agree	Very Effective	1
We seek to arrange our priorities to meet the needs of other work groups.	3.07	1.01	Agree	Effective	5
Composite Mean	3.09	0.97	Agree	Effective	

Legend: 3.26-4.00 Strongly Agree/Very Effective
1.76-2.50 Disagree/Somewhat Effective

2.51-3.25 Agree/Effective

1.00-1.75 Strongly Disagree/Never Effective

The data in Table 3 reflects the assessment of track and field athletes' perceptions of their team's effectiveness concerning Purpose and Goals. It refers to the shared vision and mission that guides the team's activities, creating a unified sense of direction. This concept includes specific objectives, such as winning competitions or achieving performance benchmarks, and fosters alignment among team members. A clear purpose and well-defined goals help athletes understand their roles, boosting motivation and encouraging collaboration, ultimately contributing to a more cohesive and successful team.

The composite mean of 3.09, with a standard deviation (SD) of 0.97, indicates that the athletes generally agree that their team is effective in this area. However, the results reveal both strengths and opportunities for improvement within the team. The strongest attribute, with a mean of 3.29 (SD = 0.90), is "We address and resolve issues quickly," suggesting that the team excels in problem-solving and efficiency. This trait is crucial for maintaining team cohesion and responding to challenges, reinforcing the notion that high-performing teams are adaptable and resilient. Another notable strength is the team's collaborative conflict resolution, with a mean score of 3.13 (SD = 1.00). This score reflects the team's ability to resolve conflicts with other teams, indicating a positive

intergroup relationship, a key aspect of maintaining a harmonious environment. However, the item with the lowest mean score, 2.89 (SD = 1.02), "Our team has a meaningful, shared purpose," suggests a potential gap in the team's cohesion and direction. A strong shared purpose is fundamental to team motivation and guiding collective action. When teams have a clear and meaningful purpose, they tend to be more focused and driven, which can lead to higher morale and overall performance.

To address this, the team might consider engaging in team-building activities or workshops to foster a stronger sense of shared mission. By doing so, the team can improve clarity around goals and strengthen individual roles within the broader context of team objectives. Moreover, promoting open communication through regular team meetings could help bridge the gap in understanding and further align the team's purpose with individual aspirations. Overall, the data suggest that the team has a solid foundation in problem-solving and collaborative conflict resolution but could benefit from a more unified sense of purpose. Addressing these areas can enhance team effectiveness, leading to greater success in track and field competitions and a more cohesive team environment.

Table 4. Assessment of the track and field players/athletes on their team effectiveness in terms of Roles

Roles	Mean	SD	Qualitative Description	Interpretation	Rank
My team has a strong sense of accomplishment relative to our play.	3.12	0.97	Agree	Effective	3
We focus on big-picture strategic issues as much as on day-to-day activities.	3.06	0.97	Agree	Effective	4
People on my team are rewarded for being team players.	3.01	0.94	Agree	Effective	6
We communicate effectively with other groups.	3.14	0.94	Agree	Effective	2
People are proud to be part of our team.	2.95	0.95	Agree	Effective	7
We set and meet challenging goals	3.03	0.92	Agree	Effective	5
Group meetings are very productive	3.21	0.92	Agree	Effective	1
Composite Mean	3.07	0.94	Agree	Effective	

Legend: 3.26-4.00 Strongly Agree/Very Effective
1.76-2.50 Disagree/Somewhat Effective

2.51-3.25 Agree/Effective
1.00-1.75 Strongly Disagree/Never Effective

The data presented in Table 4 assess the effectiveness of a track and field team in terms of roles. It refers to the specific duties and responsibilities assigned to each team member, contributing to a cohesive and high-performing environment. This concept encompasses individual responsibilities, where each athlete has a defined role based on their skills and event specialty, whether they're sprinters, jumpers, throwers, or distance runners. These roles help ensure that everyone understands their specific tasks and how they contribute to the team's overall goals. Well-defined roles play a critical part in the success of a track and field team, ensuring that each athlete understands their place within the team structure while promoting a collaborative and accountable atmosphere.

The composite mean score of 3.07, with a standard deviation (SD) of 0.94, indicates a general agreement among

athletes that their team functions effectively in this area. This overall effectiveness suggests that team members understand their roles and responsibilities, facilitating smoother collaboration and task execution (Katzenbach & Smith, 2015). One of the strongest factors, with a mean score of 3.21 (SD = 0.92), is "Group meetings are very productive." This high score indicates that the team has a positive approach to meetings, likely reflecting good communication and focus on productivity.

Effective meetings are crucial for team alignment and decision-making, contributing to a cohesive working environment (Lencioni, 2002). Communication with other groups also scores well, with a mean of 3.14 (SD = 0.94), suggesting that the team maintains positive relationships and coordination with external stakeholders. Effective

communication, both within and outside the team, is critical for success in collaborative environments and contributes to team effectiveness (Heath & Heath, 2007). However, there are areas for improvement. The statement "People are proud to be part of our team" has a mean of 2.95 (SD = 0.95), the lowest in this assessment. Although the score indicates general agreement, it suggests a need to strengthen team identity and morale. Pride in team membership is associated with higher engagement and commitment, key factors in team performance (Kouzes & Posner, 2017).

Another area for improvement is the recognition of teamwork. The statement "People on my team are rewarded for being team players" scores 3.01 (SD = 0.94), indicating that recognition practices could be enhanced. Recognizing and rewarding teamwork helps to create a culture of collaboration and encourages individuals to prioritize team success over individual achievements (Pink, 2009). To

address these gaps, the team could focus on building a stronger sense of identity and pride. This can be achieved through team-building activities, celebrating collective achievements, and fostering a culture that values every member's contribution (Schein, 2010). Additionally, implementing a system that acknowledges and rewards teamwork can further enhance the team's effectiveness and cohesion.

In summary, while the team shows effectiveness in terms of roles, with productive meetings and good communication, areas like pride in team membership and recognition of teamwork offer opportunities for improvement. Addressing these areas can lead to a more cohesive and effective team environment, as fostering a sense of belonging and acknowledging team-oriented efforts are key to boosting morale and encouraging a collaborative culture.

Table 5. Assessment of the track and field players/athletes on their team effectiveness in terms of Team Processes

Team Processes	Mean	SD	Qualitative Description	Interpretation	Rank
Our team has established trusting and supportive relationships with other teams.	2.92	0.93	Agree	Effective	6
Team members frequently go beyond what is required and do not hesitate to take initiative.	3.13	0.96	Agree	Effective	3
We consistently produce strong, measurable results.	3.58	3.92	Strongly Agree	Very Effective	1
Our team has mechanisms in place to monitor its results.	3.01	1.04	Agree	Effective	5
We work toward integrating our plans with those of other work groups.	3.17	0.95	Agree	Effective	2
As a team, we work to attract and retain top performers.	3.06	1.02	Agree	Effective	4
We make sure our work helps the organization achieve its goals.	2.90	1.08	Agree	Effective	7
Composite Mean	3.11	1.41	Agree	Effective	

Legend: 3.26-4.00 Strongly Agree/Very Effective
1.76-2.50 Disagree/Somewhat Effective

2.51-3.25 Agree/Effective

1.00-1.75 Strongly Disagree/Never Effective

Table 5 presents the assessment of track and field athletes in terms of team processes, a critical aspect of team effectiveness that encompasses the way teams plan, execute, and monitor their activities. Team process refers to the structured methods and practices that guide how a team operates and collaborates. This includes communication patterns, decision-making frameworks, coordination among team members, and mechanisms for monitoring and improving performance. Effective team processes ensure that everyone is aligned with the team's goals, works cohesively, and can adapt to challenges, contributing to a more efficient and successful track and field team

The composite mean score of 3.11, with a standard deviation (SD) of 1.41, suggests that the team generally agrees its processes are effective, though there are variations in individual items. The strongest item, with a mean score of 3.58 (SD = 3.92), is "We consistently produce strong, measurable results." This high score indicates that the team has a track record of delivering successful outcomes. Consistently achieving strong results is a hallmark of effective team processes, demonstrating efficiency and high performance (Hackman, 2002). The second-highest score, 3.17 (SD = 0.95), for "We work toward integrating our plans

with those of other work groups," suggests that the team collaborates effectively with other parts of the organization.

This alignment is crucial for achieving broader organizational goals and promoting a cohesive working environment (Hansen, 2009). The score of 2.92 (SD = 0.93) for "Our team has established trusting and supportive relationships with other teams" indicates a potential area for improvement in building external relationships. Strong relationships with other teams can lead to better resource sharing and increased support (Katzenbach & Smith, 2015).

The lowest mean score, 2.90 (SD = 1.08), for "We make sure our work helps the organization achieve its goals," suggests a need for greater clarity in how the team's work aligns with the organization's broader objectives. Ensuring alignment is key to maintaining focus and direction (Schein, 2010).

The composite mean of 3.11 indicates that the team generally has effective processes, with a focus on consistent results and integration with other groups. However, areas like building trusting relationships with other teams and ensuring alignment with organizational goals require further attention.

To address the identified areas for improvement in team processes, the following steps could be beneficial. First,

strengthen external relationships by encouraging team members to build stronger connections with other teams. This can be achieved through collaborative activities, joint training sessions, or inter-team projects. Such interactions foster a collaborative spirit and can lead to better resource sharing and mutual support, ultimately enhancing team performance (Lencioni, 2002). Second, it's essential to clarify organizational alignment. This involves engaging in discussions with the team to ensure that their work aligns with the broader goals of the organization. Clear alignment

provides a sense of purpose and helps the team understand how their efforts contribute to the organization's success (Hackman, 2002). Regular meetings with organizational leaders and other departments can help solidify this alignment.

By focusing on these recommendations, the team can improve its processes. Strengthening external relationships can lead to a more supportive environment, while clarifying organizational alignment can boost motivation and focus. Together, these steps contribute to enhanced cohesion and overall team effectiveness.

Table 6. Assessment of the track and field players/athletes on their team effectiveness in terms of Team Relationships

Team Relationships	Mean	SD	Qualitative Description	Interpretation	Rank
Our team works with a great deal of flexibility so that we can adapt to changing needs.	2.95	1.07	Agree	Effective	6
Our collaborations with other teams are productive, worthwhile, and yield good results.	2.97	1.02	Agree	Effective	5
Our team is excited about the contribution it is making to the organization's competitive viability.	3.10	0.94	Agree	Effective	3
The mission and goals of my team are well aligned with the organization's mission and goals.	2.81	1.12	Agree	Effective	7
When we choose consensus decision-making, we do it effectively.	3.02	0.97	Agree	Effective	4
The goals of our group support those of other groups.	3.20	0.98	Agree	Effective	2
My team is proud of its accomplishments and optimistic about the future.	3.23	0.96	Agree	Effective	1
Composite Mean	3.04	1.01	Agree	Effective	

Legend: 3.26-4.00 Strongly Agree/Very Effective
1.76-2.50 Disagree/Somewhat Effective

2.51-3.25 Agree/Effective

1.00-1.75 Strongly Disagree/Never Effective

The assessment of team relationships among track and field athletes, as detailed in Table 6, reveals a composite mean score of 3.04 with a standard deviation of 1.01. This indicates that the athletes generally view their team relationships as effective. The individual rankings within the category suggest varying levels of success and potential areas for improvement. Team relationships refers to the interpersonal connections and dynamics among members of a team. In a track and field context, it encompasses the quality of communication, trust, collaboration, and mutual support among athletes and coaching staff. Strong team relationships are marked by open communication, a sense of camaraderie, and a shared commitment to common goals. These relationships are crucial for fostering a positive team culture, enhancing morale, and driving collective success.

Starting with the high-ranked factors, the score of 3.23 (SD = 0.96) for the statement "My team is proud of its accomplishments and optimistic about the future" indicates that the athletes feel a strong sense of pride in their achievements and maintain a positive outlook. This is a promising sign, as pride and optimism can boost morale and contribute to a culture of success (Lencioni, 2002). Teams that are proud of their accomplishments often demonstrate higher levels of commitment and engagement. Similarly, the second-highest score, 3.20 (SD = 0.98), is for "The goals of our group support those of other groups." This suggests that the team values collaboration and works towards shared goals, which is a key component of effective teamwork and intergroup relationships (Hansen, 2009). Teams that align their

objectives with those of other groups tend to foster a more collaborative and cohesive environment. However, some areas are identified for improvement. The lowest-ranked factor, with a mean of 2.81 (SD = 1.12), is "The mission and goals of my team are well aligned with the organization's mission and goals." This indicates a potential misalignment between the team's focus and the broader objectives of the organization. When teams are unclear about how their work contributes to the organization's mission, it can lead to decreased motivation and direction (Hackman, 2002).

Another point of concern is flexibility and adaptability, with a mean of 2.95 (SD = 1.07) for "Our team works with a great deal of flexibility so that we can adapt to changing needs." This suggests that the team may struggle with adaptability, an essential trait for managing unexpected changes and challenges (Edmondson, 2012). Teams that can quickly adapt tend to achieve better results in dynamic environments.

To improve team relationships, a critical step is to ensure that the team's mission aligns with the broader organizational goals. This alignment serves as a guiding principle, providing a shared sense of purpose for the team. According to Katzenbach and Smith (2015), teams that have a clear and meaningful mission tend to be more cohesive, as each member understands their role within the larger context. Activities that clarify the organization's mission and communicate it effectively to all team members can help bridge any gaps and foster a stronger sense of unity. Flexibility is another key aspect of strong team relationships.

An agile approach allows the team to adapt to changing circumstances and challenges, leading to more effective collaboration. Edmondson (2012) emphasizes the importance of agility in teams, noting that flexibility in processes and roles can enhance innovation and problem-solving. By promoting a culture that embraces change and encourages team members to take initiative, teams can create a more responsive and dynamic environment. Implementing these practices can lead to enhanced team effectiveness and

cohesion. When team relationships are built on a clear mission and adaptability, it becomes easier to foster a collaborative spirit. This, in turn, contributes to a more successful track and field team, where athletes are engaged, motivated, and committed to achieving common goals. The focus on mission alignment and flexibility helps the team build on its existing strengths while creating a foundation for continued growth and success.

Table 7. Assessment of the track and field players/athletes on their team effectiveness in terms of Intergroup Relations

Intergroup Relations	Mean	SD	Qualitative Description	Interpretation	Rank
Team members clearly understand their roles.	3.01	1.09	Agree	Effective	3
Team members appreciate one another's unique capabilities.	2.94	1.00	Agree	Effective	5
When an individual's role changes, an intentional effort is made to clarify it for everyone on the team.	2.97	1.01	Agree	Effective	4
Team members are effective listeners.	2.83	1.08	Agree	Effective	6
Team members understand one another's roles.	2.70	1.40	Agree	Effective	7
Communication in our group is open and honest.	3.06	0.97	Agree	Effective	2
Everyone values what each member contributes to the team.	3.32	0.84	Strongly Agree	Very Effective	1
Composite Mean	2.98	1.06	Agree	Effective	

Legend: 3.26-4.00 Strongly Agree/Very Effective
1.76-2.50 Disagree/Somewhat Effective

2.51-3.25 Agree/Effective
1.00-1.75 Strongly Disagree/Never Effective

The assessment of track and field athletes' team effectiveness in terms of intergroup relations is summarized in Table 7. This table includes seven key indicators and provides the mean score, standard deviation, qualitative description, interpretation, and ranking for each. Intergroup relations describe the interactions and relationships between different groups within an organization, team, or broader community. In sports teams, like track and field, it refers to how athletes from different events or roles collaborate, communicate, and understand one another. Key elements include effective communication, role clarity, teamwork, and mutual respect. Strong intergroup relations lead to improved performance, cohesion, and a positive environment, while poor intergroup relations can cause misunderstandings, conflicts, and inefficiency. Healthy intergroup relations are vital for achieving common goals and maintaining harmony among team members, ultimately impacting the success and morale of the team.

The results indicate that communication and role clarity are generally effective within the team. The composite mean score for intergroup relations is 2.98, suggesting that overall, the team dynamics are in a positive range, with a qualitative description of "Agree" and an interpretation of "Effective." Out of the seven indicators, the highest score was for the statement "Everyone values what each member contributes to the team," with a mean of 3.32 and a standard deviation of 0.84. This high score suggests that team members strongly agree that each person is valued for their contributions, which leads to an interpretation of "Very Effective." This indicator ranks first among all others. The second-highest score is for "Communication in our group is open and honest," with a mean of 3.06 and a standard deviation of 0.97, indicating that

team members generally agree on the open and honest communication within the group. This ranks second among the indicators. Following closely, the third-highest score is for "Team members clearly understand their roles," with a mean of 3.01 and a standard deviation of 1.09. This suggests that team members have a clear understanding of their respective roles, resulting in an interpretation of "Effective." The fourth-highest score is for "When an individual's role changes, an intentional effort is made to clarify it for everyone on the team," with a mean of 2.97 and a standard deviation of 1.01, indicating that the team puts effort into clarifying changing roles. Ranking fifth is "Team members appreciate one another's unique capabilities," with a mean of 2.94 and a standard deviation of 1.00. This shows that there is a general appreciation for each member's unique skills, contributing to team effectiveness. The two indicators with the lowest scores are "Team members are effective listeners" and "Team members understand one another's roles," with mean scores of 2.83 and 2.70, respectively. Despite their lower ranks, these indicators still suggest a general agreement on listening and understanding roles within the team.

Overall, the assessment indicates that the track and field team has effective intergroup relations, with room for improvement in terms of role understanding and effective listening. However, the strong sense of value and open communication bodes well for the team's overall effectiveness. These positive aspects suggest that team members are open to learning from one another, creating a culture of mutual respect. The openness in communication could help address areas of improvement over time, leading to even greater team cohesion. By fostering a collaborative environment, the team can build on its strengths and work

towards resolving any existing weaknesses.

Table 8. Assessment of the track and field players/athletes on their team effectiveness in terms of Problem Solving

Problem Solving	Mean	SD	Qualitative Description	Interpretation	Rank
Members of our team trust each other.	3.03	0.99	Agree	Effective	5
Team members avoid duplication of effort and make sure they are clear about who is doing what.	3.10	0.99	Agree	Effective	1
Team members help one another deal with problems or resolve issues.	3.07	0.89	Agree	Effective	3
When team member's roles change, specific plans are implemented to help them assume their new responsibilities.	3.06	1.00	Agree	Effective	4
We are able to work through differences of opinion without damaging relationships.	3.08	0.92	Agree	Effective	2
Overlapping or shared tasks and responsibilities do not create problems for team members.	2.77	0.94	Agree	Effective	7
Team members display high levels of cooperation and mutual support.	2.92	0.97	Agree	Effective	6
Composite Mean	3.00	0.96	Agree	Effective	

Legend: 3.26-4.00 Strongly Agree/Very Effective
1.76-2.50 Disagree/Somewhat Effective

2.51-3.25 Agree/Effective
1.00-1.75 Strongly Disagree/Never Effective

The assessment of track and field athletes' team effectiveness in terms of problem solving is summarized in Table 8, highlighting seven key indicators with their respective mean scores, standard deviations, qualitative descriptions, interpretations, and rankings. Problem solving in team effectiveness encompasses the ability of a group to identify and address challenges, leveraging collaborative efforts to achieve shared goals. It involves clear communication, ensuring everyone understands their roles, and avoiding duplication of tasks. Trust and cooperation are key; team members must work together and resolve conflicts without harming relationships. Adaptability is also crucial, as teams need to adjust to changing circumstances while maintaining high levels of support and helpfulness. When teams excel at problem solving, they can efficiently navigate obstacles, promoting a harmonious and productive environment that contributes to overall success.

Overall, the composite mean for problem solving is 3.00, with a standard deviation of 0.96, indicating that the team generally agrees on its effectiveness in addressing and solving problems. This composite score reflects an interpretation of "Effective." The highest-ranked indicator is "Team members avoid duplication of effort and make sure they are clear about who is doing what," with a mean score of 3.10 and a standard deviation of 0.99. This suggests that team members have clear roles and responsibilities, effectively minimizing redundant work. Closely following is "We are able to work through differences of opinion without damaging relationships," ranking second with a mean of 3.08 and a standard deviation of 0.92. This score points to the team's ability to resolve conflicts and maintain harmony despite differing viewpoints. The third-ranked indicator, "Team members help one another deal with problems or resolve issues," has a mean score of 3.07 with a standard deviation of 0.89, illustrating that the team is generally supportive when tackling problems.

"Team members trust each other" and "When team member's roles change, specific plans are implemented to help them assume their new responsibilities," rank fifth and

fourth, respectively, with mean scores of 3.03 and 3.06. These scores suggest a solid level of trust and adaptability within the team, both critical components for problem solving. However, some areas require improvement. The lowest-ranked indicator, "Overlapping or shared tasks and responsibilities do not create problems for team members," has a mean score of 2.77, indicating that overlapping tasks could be a source of concern. Additionally, "Team members display high levels of cooperation and mutual support," with a mean of 2.92, ranked sixth, suggesting there's room for enhancing team collaboration and support.

Overall, while the track and field team demonstrates effective problem-solving skills, there are areas that need further attention to optimize the team's overall effectiveness. Specifically, addressing overlapping tasks and improving cooperation among members are key challenges that could impact the team's ability to solve problems efficiently. Improving cooperation among team members is also critical.

Cooperation involves not only working together but also sharing resources, knowledge, and support. When team members feel supported and valued, they are more likely to contribute their best ideas and efforts to problem-solving. Building a culture of cooperation can involve team-building activities, fostering a sense of camaraderie, and encouraging open communication.

The data from Table 9 provide insights into the passion and commitment of track and field athletes, crucial factors in evaluating team effectiveness. Passion and commitment are key elements in team effectiveness, reflecting a team's enthusiasm, dedication, and loyalty toward their goals. Passion drives energy and creativity, inspiring team members to go the extra mile and stay motivated even in challenging times. Commitment reflects a sense of responsibility and reliability, with team members dedicated to meeting expectations and supporting the team's mission. Together, these qualities foster a positive environment where collaboration, resilience, and innovation thrive. To cultivate passion and commitment, leaders should set clear goals,

recognize achievements, and create a culture of support and open communication, leading to a stronger, more effective team.

Table 9. Assessment of the track and field players/athletes on their team effectiveness in terms of Passion and Commitment

Passion and Commitment	Mean	SD	Qualitative Description	Interpretation	Rank
Team members take personal responsibility for the effectiveness of our team.	2.68	1.10	Agree	Effective	7
We have the skills we need to do our jobs effectively.	3.09	0.97	Agree	Effective	2
Team members maintain a can-do approach when they encounter frustrating situations.	2.95	1.03	Agree	Effective	6
We always ask ourselves, "How can we do better tomorrow what we did today?"	3.06	0.94	Agree	Effective	3
Team members take initiative to resolve issues between themselves without involving the team leader	2.98	1.00	Agree	Effective	5
As a team, we are continually working to improve cycle time, speed to market, customer responsiveness, or other key performance indicators.	3.22	1.00	Agree	Effective	1
We spend very little time complaining about things we cannot control.	3.03	1.06	Agree	Effective	4
Composite Mean	3.00	1.02	Agree	Effective	

Legend: 3.26-4.00 Strongly Agree/Very Effective 2.51-3.25 Agree/Effective
 1.76-2.50 Disagree/Somewhat Effective 1.00-1.75 Strongly Disagree/Never Effective

The composite mean score of 3.00, with a standard deviation (SD) of 1.02, indicates that while athletes generally agree that the team exhibits these qualities, there's variability in how different aspects of passion and commitment are perceived. The strongest aspect, with a mean score of 3.22 (SD = 1.00), is "As a team, we are continually working to improve cycle time, speed to market, customer responsiveness, or other key performance indicators." This high score reflects a team culture that values continuous improvement and efficiency. When teams focus on ongoing progress, they tend to be more adaptable and resilient (Covey, 2004). The second-highest score, 3.09 (SD = 0.97), for "We have the skills we need to do our jobs effectively," suggests that team members feel competent in their roles, indicating a strong skill base that supports overall team effectiveness (Hackman, 2002). The lowest-ranked factor, with a mean of 2.68 (SD = 1.10), is "Team members take personal responsibility for the effectiveness of our team." This score suggests a potential lack of accountability among some team members. Teams with high levels of personal responsibility tend to be more effective and cohesive (Katzenbach & Smith, 2015). Similarly, the statement "Team members maintain a can-do approach when they encounter frustrating situations" has a relatively low mean score of 2.95 (SD = 1.03), indicating that some athletes may struggle to remain positive in the face of adversity. A positive mindset is crucial for team morale and perseverance (Lencioni, 2002).

To bolster passion and commitment, the team could focus on fostering personal responsibility and encouraging a positive mindset. Initiatives that promote ownership of individual roles and contributions to team success can help address the accountability gap (Katzenbach & Smith, 2015). Implementing activities or workshops that encourage resilience and a positive attitude can help athletes manage frustration and maintain a "can-do" approach (Heath & Heath,

2007).

Overall, the assessment suggests that while the team demonstrates some effective practices related to passion and commitment, there are opportunities to strengthen personal responsibility and attitude in challenging situations. Addressing these areas can contribute to a more engaged and motivated team, leading to improved effectiveness and cohesion. When team members take greater ownership of their roles, it fosters a culture of accountability and encourages everyone to contribute more effectively. By promoting positive attitudes during adversity, the team can maintain focus and resilience. Implementing regular check-ins or feedback sessions may help reinforce these values, ensuring that the team's passion and commitment continue to grow.

Table 10 provides insights into the effectiveness of track and field athletes in terms of skills and learning. The composite mean score of 3.04, with a standard deviation (SD) of 0.97, suggests that athletes generally agree their team is effective in these areas, with a range of performance across different factors. Team effectiveness relies on a range of skills and learning experiences that foster collaboration and high performance. Key skills include communication, where team members effectively share information and ideas; problem-solving, enabling teams to tackle challenges efficiently; and conflict resolution, which helps navigate disagreements without damaging relationships. Leadership skills are crucial for guiding the team, while adaptability allows for flexibility in changing circumstances. Learning experiences that enhance these skills often involve team-building activities, feedback sessions, and training in teamwork and collaboration. By developing these skills and promoting continuous learning, teams can improve their effectiveness, cohesion, and ability to achieve shared goals.

Table 10. Assessment of the track and field players/athletes on their team effectiveness in terms of Skills and Learning

Skills and Learning	Mean	SD	Qualitative Description	Interpretation	Rank
We view everything, even mistakes, as opportunities for learning and growth.	3.27	0.85	Strongly Agree	Very Effective	1
Team members seek and give each other constructive feedback.	3.12	0.94	Agree	Effective	2
We use various forms of training to keep our skills up-to-date.	2.95	0.94	Agree	Effective	6
Team members are sure about what is expected of them and take pride in a job well done.	3.07	0.97	Agree	Effective	3
Team members embrace continuous improvement as a way of life.	3.04	1.03	Agree	Effective	4
Team members consider how their actions will impact others when deciding what to do.	2.96	0.99	Agree	Effective	5
Team members work to ensure we are using best-practice methods.	2.91	1.10	Agree	Effective	7
Composite Mean	3.04	0.97	Agree	Effective	

Legend: 3.26-4.00 Strongly Agree/Very Effective 2.51-3.25 Agree/Effective
1.76-2.50 Disagree/Somewhat Effective 1.00-1.75 Strongly Disagree/Never Effective

The highest mean score of 3.27 (SD = 0.85) for "We view everything, even mistakes, as opportunities for learning and growth," reflects a team culture that embraces continuous improvement and sees setbacks as learning experiences. This attitude is crucial for fostering adaptability and resilience, allowing teams to grow from challenges (Covey, 2004). Another strong area is "Team members seek and give each other constructive feedback," with a mean score of 3.12 (SD = 0.94). This indicates a healthy communication environment where team members are open to feedback, promoting personal and team development (Hackman, 2002). The lower-ranked factors suggest areas for further development. For

instance, "Team members work to ensure we are using best-practice methods" has a mean score of 2.91 (SD = 1.10), indicating that the team might need to focus more on adopting proven techniques and practices. Teams that actively pursue best practices tend to be more efficient and effective in their operations (Katzenbach & Smith, 2015). Similarly, the score of 2.95 (SD = 0.94) for "We use various forms of training to keep our skills up-to-date" suggests that while training is part of the team's approach, there may be room to expand or diversify these opportunities. Regular training is essential for maintaining and enhancing skills, ensuring the team stays competitive (Lencioni, 2002).

Table 11. Summary of the Assessment of the track and field players/athletes on their team effectiveness

Team Effectiveness	Mean	SD	Qualitative Description	Interpretation	Rank
Purpose and Goals	3.09	0.97	Agree	Effective	2
Roles	3.07	0.94	Agree	Effective	3
Team Processes	3.11	1.41	Agree	Effective	1
Team Relationships	3.04	1.01	Agree	Effective	4.5
Intergroup Relations	2.98	1.06	Agree	Effective	7
Problem Solving	3.00	0.96	Agree	Effective	6.5
Passion and Commitment	3.00	1.02	Agree	Effective	6.5
Skills and Learning	3.04	0.97	Agree	Effective	4.5
Composite Mean	3.04	1.04	Agree	Effective	

Legend: 3.26-4.00 Strongly Agree/Very Effective 2.51-3.25 Agree/Effective
1.76-2.50 Disagree/Somewhat Effective 1.00-1.75 Strongly Disagree/Never Effective

The overall composite mean indicates that while the team is effective in skills and learning, there is potential to improve

by embracing best practices and providing more comprehensive training. Engage in benchmarking against top-performing teams to identify and adopt effective methods. This can drive consistency and high performance across the team (Katzenbach & Smith, 2015). Provide a broader range of training options, including specialized workshops and access to external experts, to ensure team members have access to the latest skills and knowledge (Covey, 2004).

By focusing on these recommendations, the team can enhance its skills and learning, contributing to improved performance and a more successful track and field program. Additionally, incorporating a culture of continuous feedback and recognition can further boost team effectiveness. By regularly evaluating performance and recognizing achievements, the team can maintain a high level of motivation and enthusiasm. Mentoring programs and cross-training opportunities could also help broaden individual skill sets, leading to a more versatile and adaptable team. Ultimately, these efforts will contribute to a more cohesive, skilled, and high-performing team, driving success in both individual events and overall track and field competitions.

Table 11 provides a summary of the assessment of track and field athletes' perceived team effectiveness, categorizing the results into various components, each with a corresponding mean score, standard deviation (SD), qualitative description, interpretation, and rank.

The composite mean score for team effectiveness is 3.04, with an SD of 1.04. The qualitative description "Agree" and the interpretation "Effective" indicate that the athletes generally perceive their team as effective across different aspects of team dynamics. High-ranking factors like team processes and purpose suggest that the team has strong

organizational structures and clear goals, which are critical for team success (Hackman, 2002). Effective teams typically have clear communication channels, a shared understanding of their objectives, and well-defined processes for achieving them (Katzenbach & Smith, 2015). The relatively high scores in these areas suggest that the track and field team has a solid foundation in these elements. The lower score in intergroup relations indicates a potential area for improvement. Studies show that effective collaboration with external groups contributes to broader team success, allowing for resource sharing and fostering a sense of community (Hansen, 2009).

Addressing this area could lead to enhanced team performance and a more cohesive environment. Similarly, the modest scores in problem-solving and passion suggest that while the team functions effectively, there may be room to boost creativity and commitment. Effective problem-solving is a hallmark of high-performing teams, often requiring innovative approaches and a collaborative mindset (Edmondson, 2012). Passion and commitment, meanwhile, are driven by a strong sense of purpose and recognition of individual and team achievements (Kouzes & Posner, 2017). Addressing these factors can help teams maintain high morale and adaptability.

In summary, the composite mean score from Table 11 indicates a generally effective track and field team, with strengths in internal processes and purpose. The insights provided by the assessment suggest that focusing on intergroup relations, problem-solving, and passion could lead to further improvements in team effectiveness.

The test of difference in the assessment of the track and field players/athlete respondents' perceived effectiveness of their team when their profile is taken as a factor.

Table 12. Differences in the Assessment of the track and field players/athlete respondents' perceived effectiveness of their team when their profile is taken as a factor

Profile	Types	Mean	SD	Computed T/F-value	Sig	Decision on Ho	Interpretation
Sex	Male	2.98	.769	-.969	.335	Accept Ho	Not Significant
	Female	3.12	.782				
Age	Less than 18 yrs.	2.94	.769	1.020	.401	Accept Ho	Not Significant
	18 – 20 yrs. old	3.13	.782				
	21 – 22 yrs. old	3.21	.507				
	23 – 24 yrs. old	3.13	.595				
	25 yrs. and above	2.87	.807				

The data presented in Table 12 examine the perceived effectiveness of a track and field team, taking into account factors such as sex and age. This analysis includes the mean and standard deviation (SD) for each group, along with the computed T/F-values, significance (Sig), and the decision on the null hypothesis (Ho). When considering gender, the mean score for male athletes is 2.98 (SD = 0.769), while the mean for female athletes is slightly higher at 3.12 (SD = 0.782). The computed T-value of -0.969 and significance level of 0.335 suggest that this difference is not statistically significant. The decision to accept the null hypothesis indicates that gender does not play a significant role in how athletes assess their team's effectiveness. This could imply that the team environment is generally equitable, with no substantial gender-based biases impacting team dynamics or perceptions of effectiveness.

Regarding age, the mean scores vary across different groups. Athletes under 18 years old have a mean of 2.94 (SD = 0.769), while those in the 18-20 years group have a mean

of 3.13 (SD = 0.782). The mean for the 21-22 years group is 3.21 (SD = 0.507), and for the 23-24 years group, it's 3.13 (SD = 0.595). The oldest group, 25 years and above, has a mean of 2.87 (SD = 0.807). Despite these variations, the computed F-value of 1.020 and a significance level of 0.401 indicate that these differences are not statistically significant. This finding implies that age does not significantly impact how athletes perceive the effectiveness of their team.

The results suggest that neither gender nor age has a statistically significant effect on the perceived effectiveness of the track and field team. This could indicate a cohesive and inclusive team environment where demographic factors do not create noticeable disparities in team effectiveness. It suggests that the team culture is one of equality and that individual performance is not heavily influenced by age or gender. However, the slight variations in mean scores among age groups, particularly the lower score for athletes aged 25 years and above, may require further exploration. Although these differences are not statistically significant, they could

reflect differences in expectations, experience, or other factors that might affect the team dynamics over time. Addressing these trends early on can help maintain a harmonious and effective team atmosphere.

The summarized findings indicate that there are no significant differences in perceived team effectiveness across demographics like sex and age. This result points toward a positive team culture that values equality and inclusivity. Consistent team dynamics across diverse groups align with the concept that equitable team environments contribute to better collaboration, morale, and overall effectiveness (Katzenbach & Smith, 2015).

Although statistical significance is absent, the notion of continuous monitoring is crucial for identifying and addressing emerging disparities early on. Studies suggest that teams that continuously evaluate and adapt to changing dynamics can maintain a more harmonious and effective working environment (Lencioni, 2002).

This approach is central to fostering a team culture that promotes teamwork and effectiveness, even in the face of shifting team compositions and evolving team objectives. It's essential to create a culture where all team members, regardless of gender or age, feel valued and included. This can lead to a higher sense of engagement and commitment, further enhancing team cohesion and performance (Kouzes & Posner, 2017). Establishing systems that ensure ongoing monitoring and feedback loops allows teams to adjust their strategies to maintain an inclusive and equitable environment (Schein, 2010).

The Observation of Coaches on the effort of the track and field players/athletes to have an effective team.

In a focus group discussion, track and field coaches shared their insights on how athletes work toward building an effective and cohesive team. They highlighted various dimensions in which athletes demonstrate commitment and contribute to team effectiveness.

Training Commitment and Discipline.

Coaches noted that athletes' consistent attendance at training sessions and adherence to rigorous practice routines were strong indicators of commitment and discipline. Observing their engagement during drills and compliance with training plans helps coaches assess their focus and dedication. Athletes who follow physical conditioning programs, technical drills, and recovery routines demonstrate their determination to improve and contribute to team success.

Emotional and Psychological Well-being.

Coaches emphasized the importance of athletes' emotional health and overall psychological well-being. Regular interactions with athletes allow coaches to monitor their energy levels and emotional states, identifying any stressors that could affect performance. By fostering a supportive environment and maintaining open communication, coaches can help athletes navigate personal challenges and stay focused during training.

Performance Tracking and Data Analysis.

Coaches use performance tracking to evaluate athletes' progress and identify areas for improvement. They analyze results from competitions to spot trends and measure the effectiveness of training programs. This data-driven approach allows athletes to reflect on their performances and work with coaches to refine their strategies.

Teamwork and Collaboration.

Teamwork and collaboration are key areas where coaches observe athletes' efforts to build an effective team. Coaches

mentioned that athletes foster strong relationships by supporting and encouraging each other during training and competitions. In relay events, seamless baton handovers and synchronized efforts demonstrate effective teamwork. Coaches also highlighted the importance of open communication among athletes, especially when developing race strategies and team tactics.

Resilience and Positive Attitude.

The ability to remain resilient in the face of setbacks and adversity is another crucial trait coaches look for in athletes. Coaches noted that athletes with a positive attitude are more likely to inspire their teammates and maintain high morale. This resilience, coupled with a proactive approach to problem-solving, contributes to a stronger, more cohesive team environment.

Team Cohesion and Interpersonal Relations.

Interpersonal relationships significantly impact team cohesion. Coaches observed how athletes interact with one another, addressing conflicts before they escalate. Successful teams rely on athletes who value collective success over individual accolades, emphasizing collaboration and mutual support.

Focus on Technical Skills and Improvement.

Coaches also evaluate athletes' technical skills and their commitment to continuous improvement. Proper execution of techniques, along with a willingness to seek feedback, indicates a desire to refine skills and enhance performance. Coaches work with athletes to identify areas for improvement and encourage them to embrace a growth mindset.

By observing these key areas, coaches can guide track and field athletes toward building a cohesive, effective, and successful team. The athletes' efforts to maintain discipline, promote teamwork, and stay resilient play a pivotal role in achieving team goals and fostering a positive team culture.

The Observation of Avid Followers of the team on their effectiveness as a team, particularly when they are on their games.

During a focus group discussion, the following were the shared insights gathered from avid followers of the track and field team regarding the team's effectiveness during competitions. Here's what these supporters observed about the team's performance, cohesion, and overall effectiveness during games.

Team Spirit and Energy.

Avid followers noted that the team displays a high level of energy and enthusiasm during games. This vibrant team spirit is evident from their warm-up routines to the way they encourage one another during competitions. Such energy creates a positive atmosphere that can boost individual and team performance.

Communication and Coordination.

Effective communication was highlighted as a key strength by the followers. They observed that team members are in constant communication, sharing information and coordinating their efforts, especially during relay events. This seamless coordination contributes to smoother transitions and effective execution of game strategies.

Support and Encouragement.

The avid followers were impressed by the level of support and encouragement among team members. During races, athletes cheer for each other and offer words of encouragement, creating a sense of camaraderie. This supportive environment not only uplifts individual athletes but also enhances the overall morale of the team.

Adaptability and Flexibility.

Followers also noted that the team demonstrates adaptability and flexibility during competitions. Athletes are seen adjusting their strategies based on competition conditions and the performance of opponents. This flexibility allows the team to respond effectively to unexpected challenges and remain competitive.

Team Cohesion and Unity.

Another observation from the followers is the strong sense of unity within the team. They mentioned that athletes seem to genuinely enjoy each other's company and work well together, fostering a cohesive team dynamic. This unity contributes to a harmonious team environment, which can positively impact performance during games.

Resilience and Determination.

The avid followers were particularly impressed with the team's resilience and determination. They observed that even when faced with setbacks or disappointing results, the team remained focused and determined to do their best. This resilience is a testament to the team's character and contributes to their effectiveness during competitions.

Commitment to Success.

Finally, the followers highlighted the team's commitment to success. They mentioned that athletes appear highly motivated and dedicated to achieving their goals. This commitment is reflected in their focus during games, their willingness to work hard, and their determination to support one another.

These observations from avid followers offer valuable insights into the track and field team's effectiveness during competitions. The combination of strong communication, teamwork, adaptability, resilience, and commitment to success creates a team that is not only effective in its performance but also enjoyable to watch and support.

7. Conclusion

1) It is concluded that leveraging the diverse strengths of both male and female athletes can lead to a more creative and adaptable team and the age diversity also opens doors to various team dynamics.

2) It is concluded that the athletes generally perceive their team as effective across different aspects of team dynamics and have strong organizational structures and clear goals, which are critical for team success.

3) It is concluded that there is no difference in the assessment of the track and field players/athlete respondents' perceived effectiveness of their team when their profile is taken as a factor.

4) It is concluded that the observation of the coaches on the effort of the track and field players/athletes to have an effective team is similar to the observation of avid followers of the team on their effectiveness as a team, particularly when they are in their games.

5) Finally, there is a need to build and maintain effective teams to maximize team productivity. Enormous interest generated by topics related to work teams, as the new arena of organizational management, signals an excellent and hopeful future for research in this field. More research is needed on how to develop resilient work teams in organizations

8. Recommendations

1) It is recommended to provide inclusive team-building

programs that contribute to a more effective and harmonious sporting environment while promoting gender equality and mutual respect among team members regardless of their age.

2) The school may conduct sports activities and programs that would encourage more students to join and participate in different sports events other than basketball, volleyball, and football and eventually be part of the athletes' team.

3) Create more team-building activities for athletes/players to improve their passion and commitment to the team particularly in taking initiatives and in playing their sports with passion which eventually help them reach their full athletic potential.

4) The institution should have a carefully outlined guidelines on the selection process of players/athletes to ensure that there is quality over quantity

5) The institution should revisit the training plan being implemented in developing the athletic abilities and skills among the players/athletes to see if the plan is the right fit for the players.

6) The school should carefully select coaches to handle the athletes as they will provide guidance for the development and training of the students.

7) The school may consider implementing the proposed sports program to enhance team building effectiveness.

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