Work Team Management; a Recipe for Tertiary Institutions' Productivity in Delta State, Nigeria

Nwinyokpugi, Patrick Nkiinebari   PhD[1], Ebietuoma, Stella Toneukarin[2]

[1,2]Department of Office and Information Management Rivers State University, Port Harcourt, Nigeria

Abstract: This study takes the form of a descriptive survey carried out in order to investigate work-team management and organizational productivity in Tertiary Institutions in Delta State. The population of this study comprises of 35 deans and directors of programmes of the three government owned polytechnics, thus a census of all the target population was studied .The descriptive statistics consisting of tables, mean and standard deviations was used to analyze the research questions while the Pearson Product Moment Correlation Coefficiecnt analytical tool was used in the analysis of the hypotheses and presented using the SPSS version 22 statistical software. The results of the test of hypotheses, showed a significant positive correlation coefficient between the dimensions of the work team management and the measures of organistional productivity as well as strong moderating effect of leadership styles on work-team management and organizational productivity in the tertiary institutions studied. Hence, the study recommended their applications because they encourage consultation among staff for the way forward in the department; increased departmental progress; freedom of speech in departmental meetings; increased commitment among the staff and boost of team spirit for effective curriculum delivery.

Keywords: Work Team, Team Communication, Team supports, Organizational citizenship, Quality service Offering

1. Introduction

Productivity can be thought of as how effectively organizations, and the people working in them, produce value from available inputs. Hence, it is difficult to think of something more important for the success of any organization than this, yet, it is reported that the understanding of the term in business and various academic institutions is "patchy", to say the least. It is reasonable to assume that less than 50% of organizations in the world do not measure their productivity and many of those that claim they measure appear in practice to be thinking about just performance more generally. It has also been observed that a good number of faculties and departments in many tertiary institutions are not aware of the quality of their communication or, how their communication or interpersonalstyle are perceived by their colleagues. Maintaining good lines of communication and work-team management is just one challenge many Heads of Departments face in higher academic institutions. The management of conflict and performance, and management of potential liabilities can be tough hurdles to clear too. Failing to address any of these issues can lead to damaging consequences for an organization or an academic institution. What then must these majors actors in academic institutions do to achieve a win-win solution that can drive their team to a more productive and positive work relations? Work-team management is the ability of an individual or an organization to administer and coordinate a group of individuals to perform a task. Work-team management involves teamwork, communication, objective-setting and performance appraisals. Work-team management also involves identification of problems and resolving of conflicts between team members. (Traxia, 2015; Lumen, 2018).Work team management typically involves the administration of a group of people assembled to work on a particular project or to perform a particular function within an organization. Work team management typically involves setting team priorities and performance objectives, reviewing performance and methods employed, and spearheading the team's decision making process. Work team management is also regarded as one of the leadership's critical jobs(*Business Dictionary*, 3rd ed. 2015). This is because differences of human nature, characteristics, needs, perception, attitude and identity as well as social, political and religious variances make it more challenging. Therefore, paying attention to such distinctions and the importance of respecting and understanding such differences by the leader and its members is important for the achievement of organizational productivity. Thus, the role of the manager in ensuring there is an effective work-team management for the effective management of conflicts cannot be over-emphasized. Work-team management also involves communication among team members .The question however is how far does team communication go in influencing organizational productivity? Does team communication have significant influence on goal achievement and quality knowledge offering   among team members? Marquis (2019) believes that the lack of team communication increases the time it takes to complete projects, tasks or the development of solutions. He further explained that if one employee does not communicate, that line or medium of addressing a problem becomes a dead end,

and another employee cannot benefit from that break in communication and consequently, productivity is lowered. One of the most important issues facing management is that of organizational productivity .Productivity is defined as the ratio of total output to one unit of total input; high productivity means larger capital gains. Productivity can also be thought of as how effectively value (output) is produced from inputs (teamwork, communication, management leadership style, people, capital equipment, land, energy, and so on). It can also be defined as the rate at which goods or services are produced by a standard population of workers. Productivity entails efficiency and profitability. While efficiency is concerned with doing things right profitability is the financial benefits obtained from applying the right resources (Olumuyiwa, Adelaja, &Chukwuemeka, 2018).Sustained productivity growth doesn't just make businesses more successful, it creates the conditions for real profitability growth.

2. Literature Review

Productivity growth is important to a business because it controls the real income means needed to meet obligations to customers, suppliers, workers, shareholders, and governments (taxes and regulation). Productivity is thus defined as a measure of the efficiency of production. High productivity can lead to greater profits for businesses and greater income for individuals .As productivity increases, an organization can turn resources into revenues, paying stakeholders and retaining cash flows for future growth and expansion. Productivity leads to competitiveness and potentially competitive advantages. The control managers in a given organization are tasked with maximizing productivity through process-oriented observations and improvements. Sustained productivity growth has been the main driver of higher living standards in industrialized capitalist economies.

Unified Goal

A unified goal can be defined as a collective objective or target that an organization sets for its employees or team of employees to achieve. For every unified goal that an organization sets, it also sets objectives (Tachtech, 2019). An objective is a short-term target with measurable results. Without clearly-defined unified goals and objectives, organizations will have trouble coordinating activities and forecasting future events. The formation and management of unified goals is a significant tool for helping people go through what we call the "engagement cycle" (or change management cycle). Capturing the hearts and minds of people requires that they understand what is being proposed, why it is important, and that they have to possess the skills and training to fully engage (Achinivu, 2017). In common parlance, "goals" generally refer to more concrete and mindful ends. They are performance outcomes or learning targets that individuals use for self-evaluation, "a criterion against which to assess, monitor, and guide cognition". They are also aspirational, orienting the individual toward a "desirable future state of affairs" (Camp, 2017).A proven approach for making the organization more responsive and receptive to change is to introduce an organization-wide framework for reviewing, revising, and tracking unified goals. This framework builds an organizational rhythm that fosters regular communication and creates accountability for knowing the status of goals and what needs to be done next. Almost all work in an organization gets done by groups of people. An individual working alone may get confused by fuzzy definitions of what he or she is trying to do. However, with the help of a unified goal in view, it is easy to work together effectively with a shared understanding of what the group is trying to accomplish (Harpst, 2018).The ability to set unified goals and manage them is an essential tool for managing change in the organization. Organizations are subject to change at an unprecedented pace. Externally, change is driven by many factors organizations can't control, such as technology, competitors, and other market forces. Internally, change is driven by innovation, growth, employee demographics, and other dynamics. However, change requires effective and timely adjustments in priorities – and priorities that people can adjust to. Hence, the place of unified goals will clarify what is to be done, when, and by whom (Jaffery and Afandi, , 2014).Organizations that do not have a system for defining, agreeing, communicating, and managing unified goals are at severe disadvantage to those that have this capability. Absence of employees from the workplace is decreased when employees are trained on the importance of pursuing unified goals for organizational goal achievement. Performance is also favorably influenced when employees understand they have a unified goal as a target. Performance and satisfaction which are important component of organizational goal achievement are favorably influenced by sticking to unified goal in the organization. Goal setting is favorably associated with junior staff up gradation. Unified goals and objectives provide organizations with a blueprint that determines a course of action and aids them in preparing for future changes. Organizational goals serve four basic functions; they provide guidance and direction, facilitate planning, motivate and inspire employees, and help organizations evaluate and control performance. Organizational goals inform employees where the organization is going and how it plans to get there. When employees need to make difficult decisions, they can refer to the organization's goals for guidance. Goals promote planning to determine how goals will be achieved. Employees often set goals in order to satisfy a need; thus, goals can be motivational and increase performance. Evaluation and control allows an organization to compare its actual performance to its goals and then make any necessary adjustments .Findings indicate that unified goals may impact on educators' professional growth and instructional effectiveness. Educators' "goal orientation" appears to impact his/her likelihood of seeking help in the face of teaching challenges (Butler, 2007). The potential impact of unified goals on educators' ability to deliver quality knowledge to student makes goal setting an important research area. Researchers interested in studying educators' goal setting in higher education might take cues from previous studies and focus on unified goal orientation;

alternatively, they might look at other areas related to goal setting, including characteristics of unified goal setting programs and factors that aid and impede instructors' ability to impart knowledge effectively. Thus, educational institutions (schools, colleges, universities) have significant opportunities to apply unified goals to enhance quality knowledge offering to support every part of their mission. It is with the implementation of unified goals that educational institutions will be better able to offer quality knowledge to their students with aim to increase students' retention and graduation rates; retain a workforce in the face of severe employee shortages; expand new program offerings; work to analyze the cost effective use of marketing, technology and other strategies to meet more enrollment; transform existing processes and systems to provide information, not just data, for management; and compete in an environment where institutions cross state and national borders to meet student needs anytime/anywhere (Bailey, & Clarke, 2000;Petrides &Nodine, 2003).

Team Communication

The interactions that the individuals on a team share with one another are referred to as team communication. This includes things like emails and conversations but also things like body language and nonverbal sounds. Different ways of communicating produce different results in the workplace (Kinsey, 2019; Katzenbach& Smith, 2016). In order to have a well-rounded focus on team communication, it's important to understand that team communication is about more than our words. Team Communication can be verbal, but we can also communicate nonverbally with sounds and even with our personal space. In order for team communication to be healthy and effective on a team, these different forms of communication must all be saying the same thing. Any good focus on team communication usually begins with verbal communication because this is what most people think of first when they think about communication skills. There are multiple ways to improve team communication in the organization, but the underlying principle is that good team communication is based on healthy relationships. Managers can model healthy relationships with their teams, create opportunities for them to gather over lunch and be intentional about spending time with key leaders in the organization. These key leaders can then be encouraged to take the same approach with those they supervise so that the focus on cultivating strong relationships gets handed down through the entire organization between managers and staff and between employees and employees. Team communication can influence the way an organization or firm achieves its organizational goals. Team communication can propel a team forward or prevent it from reaching its organizational goals depending on how it is being channeled. Team communication in an organization leads to an almost unbeatable synergy that makes accomplishing goals and meeting projections efficiently seamless. When the teams in a company are doing well, the bottom line and long-term productivity will reflect that. Leadership development and corporate research organizations everywhere regularly analyze the traits of effective organizations, cultivating an understanding for what makes teams and leaders great. While there is some variety in which traits/skills exactly are the most important to organizational *profitability*, one analysis is clear: almost every trait related to high-performing organizations corresponds with effective communication between team members.Baudette (2018) asserted that good communication between employees and customers will enhance customer satisfaction which has the capacity to influence profitability. According to Assignar(2017), effective communication embraces the very foundation of successful and timely emergency response. Getting safety resources and personnel in place quickly to handle a crisis can reduce potential losses and operational downtime. Keep in mind that every employee has a financial stake in avoiding work stoppages.Team support involves identifying the needs of all groups and organizations involved in decision making, and trying to find solutions that will benefit everyone involved, as well as sharing responsibility and credits (Dean & Bowen, 2004). Luanne (2015) emphasized the need for employees to be united and work together to achieve organizational goals. He went further to emphasize that without team support it would be very difficult for the organization to meet its target of attaining high quality standards in its operations.

Team Supports

Team support involves a group of people working towards a common goal. Team supports involve the process of enabling a group of people to reach   their unified goals. It consists of steps like clarification of team goals; identification of hindrances to goal achievements; facing the identified challenges and enabling the achievement of the goals. Fajana (2018) asserts that team supports is an integration of resources and inputs working in harmony to achieve organisational goals, where roles are prescribed for every organization member, challenges are equally faced and incremental improvements are sought continually. Team supportscan simply be defined as a small number of people, with a set of performance goals, who have a commitment to a common purpose and an approach for which they hold themselves mutually accountable. The suggestion here is that teams must be of a manageable size and that all team members must be committed to reach team goals. Also, the team members must be jointly accountable for their actions and the outcomes of these actions. Dianna (2016) affirms team support to be a form of collective work that involves individual tasks, but usually involves some kind of collective task where each member is contributing part of a collectively written document that is supposed to reflect the collective wisdom of the group. As opposed to group work, which relies on exchange, team support relies on communication. Communication occurs when each member shares their view, and is heard by the rest of the group. Communication requires fairness so that each member's ideas are aired and shared in a balanced way. It can take more time than exchange, but with practice, a time keeper, and a few rules, groups can create fair discussions that are also time efficient. Since the tasks are usually collective, the natural outcomes of team supports are goal achievement. While no members might get

all their own way, the outcome always reflects the best thinking and priorities of each group member. Team support can be quite efficient since it results in everyone feeling that his or her point of view is adequately represented and accounted for. The discussion helps to identify each person's highest priorities and the negotiation and compromise helps to synthesize these into an outcome that reflects the group's collective priorities for success. Team support has also been defined by Scarnati (2017) "as a cooperative process that allows ordinary people to achieve extraordinary results". Harris & Harris (2016) also explained that a team has a common goal or purpose where team members can develop effective, mutual relationships to achieve team goals. Team support relies upon individuals working together in a cooperative environment to achieve common team goals through sharing knowledge and skills. The literature consistently highlights that one of the essential elements of a team is its focus toward a common goal and a clear purpose. Team supports is an integral part of many organizations and should be incorporated as part of the delivery of tertiary units. Successful team support relies upon synergism existing between all team members creating an environment where they are all willing to contribute and participate in order to promote and nurture a positive, effective team environment. Team members must be flexible enough to adapt to cooperative working environments where goals are achieved through collaboration and social interdependence rather than individualised, competitive goals (Luca &Tarricone, 2013).When employees work together as a team within a company, every employee learns from one another. This knowledge is not limited to the personal experiences of coworkers; employees from different departments may learn information from each other regarding the limitations and possibilities of those departments. When a team is cohesive and works well together, it gives team members a feeling that they belong to something good. Everyone wants to be on a winning team, but you can't win all the time. Belonging to the team makes the setbacks more bearable because they're shared. Team members console one another and prop each other up, reminding everyone of their successes and that together, they will be victorious again. This promotes strong working relationships. Teamwork is the backbone of effective communication within a company. When employees work as individuals or independently on projects, they may not readily share knowledge or new information. This lack of communication increases the time it takes to complete projects, tasks or the development of solutions. According to Austin (2018), team supports helps to get employees engaged, pull the team together for the achievement of quality knowledge and targeted profit levels. He also went further to stress that if the employees appear to lack sufficient quality knowledge, the leadership may have to step up, bring the team together, develop a "serious" plan and then execute the plan. Turner (2017) asserted that if leaders can help fortify the team support among the employees there will be increase in the firm's quality knowledge level in a significant way. He also added that for quality knowledge to be achieved, managers must invite a high level of employee involvement with the business affairs in the organization.

Organizational Citizenship

Organisational citizenship has undergone subtle definitional revisions since the term was coined in the late 1980s, but the construct remains the same at its core. Organisational citizenship refers to anything that employees choose to do, spontaneously and of their own accord, which often lies outside of their specified contractual obligations (Zhang, 2014; Podsakoff, MacKenzie, Paine&Bachrach, 2014). In other words, it is discretionary. Organisational citizenship may not always be directly and formally recognised or rewarded by the company, through salary increments or promotions for example, though of course OCB may be reflected in favourable supervisor and co-worker ratings, or better performance appraisals. In this way it can facilitate future reward gain indirectly. Finally, and critically, OCB must 'promote the effective functioning of the organisation.. According to Sadgegi, Ahmadi, and Yazdi (2016), organizational citizenship behavior is set of behaviors that are not part of the formal requirements of the job, but helps the effectiveness of work and organizations. Employees often consider these behaviors optional. Therefore, they cannot be officially recognized. They are also defined as the actions that occur in the workplace as a set of voluntary behaviors that are not part of the official duties of the individual, but improve the organizational roles. Some researchers have pointed out that the weight managements attach to organizational citizenship behavior when forming evaluations corresponds to the impact these behaviors have on goal achievement. Bambale (2017) conducted a study and concluded that there is a significant relationship between organizational citizenship behavior and goal achievement. Furthermore, studies on organizational citizenship and quality service delivery indicate that organizational citizenship behavior attitudes are very important in quality knowledge delivery in educational institutions (Wu and Liao, 2016). With the increasing call for accountability of higher education, institutional leaders concern themselves with the effective functioning of the institution. At the highest level, chancellors, trustees, and presidents may not be concerned with the citizenship behaviors of individuals, but with the effects of aggregate citizenship behaviors over time. Thus, although the highest-level leaders of institutions may not be concerned with the day-to-day behaviors of faculty and staff, they certainly may see the aggregate outcomes of employees' organizational citizenship behavior in the quality of knowledge students receive. An organization or an academic institution is said to be efficient when it contributes to the purpose and objectives set by the management. Quality knowledge Offering (QKO) entails quality delivery of lessons by teachers or lecturers to the students. The concepts of quality knowledge offering also imply the adequate impartation of the curriculum content of the school or institution (Bloack stack, 2018). Organizations are starting to understand and appreciate knowledge as the most valued asset in the emerging competitive environment. The objective of Quality Knowledge

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Offering (QKO) is to improve the quality of the contributions people make to organizations by helping stakeholders to make sense of the context within which the organization exists, to cooperate and share what they know and learn, and to effectively challenge, negotiate and learn from others (Beidelman, 2015).

3. Methods

Using a descriptive survey approach, this study examined work-team management and organizational productivity of the three Polytechnics in Delta State, Nigeria. The population of this study comprises of 35 Deans and directors of programmes in the affected institutions. There was no need for sampling because the population was of a manageable size, hence, a census of all the programme leaders was done. The structured questionnaire contained 45 item-questions which were modeled in a modified five-point Likert-scale format to elicit very high extent, high extent, moderate extent, low extent and very low extent response pattern. In the course instrument administration and retrieval, 33 out of the 35 target respondents was achieved.The descriptive statistics consisting of tables, mean and standard deviations was used to analyze the research questions. The study used the Pearson Product Moment Correlation Coefficiecnt analytical tool presented with the aid of SPSS version 22 statistical software to analyze the null hypotheses. The statistical test for hypotheses was carried out in line with the decision rule by Evans (1996) which he described as:

Between +ve or –ve (0.00- 0.19) = very weak relationship
Between +ve or –ve(0.20-.39)= weak relationship
Between +ve or –ve(0.40-0.59)= moderate relationship
Between +ve or –ve (0.60-0.79) = strong relationship
Between +ve or –ve (0.80-0.99) = very strong relationship
+ve or –ve (1) = Perfect relationship

Analysis of Null Hypothesis 1 Unified goal does not have a significan t influence on goal achievement.
Table 1: Correlation between unified goal and Goal Achievement (GA)

Unified Goal	Pearson Correlation	1	0.717
	N	31	31
Goal Achievement	Pearson Correlation	0.717	1

*. Correlation is significant at the 0.01 level (2-tailed).

Table 2: Z-r transformation showing level of influence of unified goal on goal achievement

S/N	Variable	Mean	Std.	Obsv	Df	Pearson Correlation Coefficient	Z-r	Relationship
1.	Unified Goal	3.25	0.03	33	31	0.717	0.111	Significant
2.	Goal Achievement	3.24	0.03	33				

The result of the statistical analysis above (as indicated by the Pearson correlation coefficient, r = 0. +717), shows that there is a strong, positive relationship between unified goal and goal achievement among tertiary institutions in Delta State. The z- r transformation table below further shows that the relationship between unified goal achievement is significant (z-r value = 0.111, being less than the z-critical value of 1.96). Thus, the null hypothesis is rejected and the result concludes that unified goal has a significant influence on goal achievement among tertiary institutions in Delta State.

Analysis of Null Hypothesis 2 Unified goal does not have a significant influence on quality knowledge offering of Polytechnics in Delta State.
Table 3. Correlation Between unified goaland quality knowledge offering(QKO)

	Unified Goal	Quality Knowledge Offering	
Unified Goal	Pearson Correlation	1	0.687
	N	33	33
Quality Knowledge Offering	Pearson Correlation	0.687	1

*. Correlation is significant at the 0.01 level (2-tailed).

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Table 4. Z-r transformation showing level of influence of unified goal on QKO

S/N	Variable	Mean	Std.	Obsv. N	Df	Pearson Correlation Coefficient	Z-r	Relationship
1.	Unified Goal	3.06	0.10	33	31	0.687	0.108	Significant
2.	Qty Knowledge Offering	3.00	0.11	33				

The result of the statistical analysis above (as indicated by the Pearson correlation coefficient, r = -+0. 687), shows that there is a strong positive relationship between unified goal and quality knowledge offering among tertiary institutions in Delta State. The z-r transformation table below further shows that the relationship between unified goal and quality knowledge offering is significant (z-r value= 0.108 being less than the z-critical value of 1.96). Thus, the null hypothesis is rejected and the result concludes that unified goal has a significant influence on quality knowledge offering among tertiary institutions in Delta State.

Analysis of Null Hypothesis 3 Team communication does not have a significant influence on goal achievement of Polytechnics in Delta State

Table 5. Correlation between Team Communication and Goal Achievement(GA)

Unified Goal Achievement			
Team Communication	Pearson Correlation	1	0.825
	N	31	31
Goal Achievement	Pearson Correlation	0.825	1
*. Correlation is significant at the 0.01 level (2-tailed).			

Table 6. Z-r transformation showing level of influence of team communication on GA

S/N	Variable	Mean	Std.	Obsv. N	Df	Pearson Correlation Coefficient	Z-r	Relationship
1.	Team Communication	3.13	0.03	33	31	0.825	0.232	Significant
2.	Goal Achievement	3.14	0.04	33				

The result of the statistical analysis above (as indicated by the Pearson correlation coefficient, r = 0. +825), shows that there is a strong, positive relationship between unified goal and goal achievement among tertiary institutions in Delta State. The z- r transformation table below further shows that the relationship between unified goal and goal achievement is significant (z-r value = 0.232, being less than the z-critical value of 1.96) . Thus, the null hypothesis is rejected and the result concludes that team communication has a significant influence on goal achievement among tertiary institutions in Delta State.

Analysis of Null Hypothesis 4 Team communication does not have a significant influence on quality knowledge offering Polytechnics in Delta State.

Table 7. Correlation Between Team Communication and Quality Knowledge Offering

Team Communication	Quality Knowledge Offering		
Team Communication	Pearson Correlation	1	0.655
	N	33	33
Quality Knowledge Offering	Pearson Correlation	0.655	1
*. Correlation is significant at the 0.01 level (2-tailed).			

Table 8. Z-r transformation showing level of influence of Team Communication on QKO

S/N	Variable	Mean	Std.	Obsv N	Df	Pearson Correlation Coefficient	Z-r	Relationship
1.	Unified Goal	3.43	0.06	33	31	0.655	0.312	Significant
2.	Qty Knowledge Offering	3.30	0.03	33				

The result of the statistical analysis above (as indicated by the Pearson correlation coefficient, r = - +0. 655), shows that there is a strong positive relationship between team communication and quality knowledge offering among tertiary institutions in Delta State. The z- r transformation table below further shows that the relationship between team communication and quality knowledge offering is significant (z-r value= 0.312 being less than the z-critical value of 1.96). Thus, the null hypothesis is rejected and the result concludes that team communication has a significant influence on quality knowledge offering among tertiary institutions in Delta State.

Analysis of Null Hypothesis 5 Team supports does not have a significant influence on Goal Achievement of Polytechnics in Delta State.

Table 9. Correlation between Team supports (TS)and Goal Achievement (GA)

Team Support		Goal Achievement	
Team Support	Pearson Correlation	1	0.677
	N	31	31
Goal Achievement	Pearson Correlation	0.677	1
*. Correlation is significant at the 0.01 level (2-tailed).			

Table 10. Z-r transformation showing level of influence of Team Supports on goal achievement (GA)

S/N	Variable	Mean	Std.	Obsv. N	Df	Pearson Correlation Coefficient	Z-r	Relationship
1.	Team Support	3.01	0.13	33	31	0.677	0.229	Significant
2.	Goal Achievement	3.05	0.12	33				

The result of the statistical analysis above (as indicated by the Pearson correlation coefficient, r = 0. +677), shows that there is a strong, positive relationship between team support and goal achievement among tertiary institutions in Delta State. The z- r transformation table below further shows that the relationship between team support and goal achievement is significant (z-r value = 0.229, being less than the z-critical value of 1.96) . Thus, the null hypothesis is rejected and the result concludes that team support has a significant influence on goal achievement among tertiary institutions in Delta State.

Analysis of Null Hypothesis 6 Team Supports does not have a significant influence on quality knowledge offering Polytechnics in Delta State

Table 11. Correlation Between Team Supports and Quality Knowledge Offering(QKO)

Team Support	Quality Knowledge Offering			
Team Support	Pearson Correlation	1	0.621	
	N	33	33	
Quality Knowledge Offering	Pearson Correlation	0.621	1	
*. Correlation is significant at the 0.01 level (2-tailed).				

Table 12. Z-r transformation showing level of influence of TS on Quality knowledge offering (QKO)

S/N	Variable	Mean	Std.	Obsv. N	Df	Pearson Correlation Coefficient	Z-r	Relationship
1.	Team Support	3.30	0.02	33	31	0.621	0.146	Significant
2.	Qty Knowledge Offering	3.28	0.05	33				

The result of the statistical analysis above (as indicated by the Pearson correlation coefficient, r = - +0. 621), shows that there is a strong positive relationship between team support and quality knowledge offering among tertiary institutions in Delta State. The z- r transformation table below further shows that the relationship between team communication and quality knowledge offering is significant (z-r value= 0.146 being less than the z-critical value of 1.96). Thus, the null hypothesis is rejected and the result concludes that team support has a significant influence on quality knowledge offering among tertiary institutions in Delta State.

Analysis of Null Hypothesis 7 Organizational citizenship does not have a significant influence on Goal Achievement Polytechnics in Delta State

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Table 13. Correlation between Organizational Citizenship (OC)and Goal Achievement(GA)

Organizational Citizenship	Goal Achievement			
Organizational Citizenship	Pearson Correlation	1	0.598	
	N	31	31	
Goal Achievement	Pearson Correlation	0.598	1	
*. Correlation is significant at the 0.01 level (2-tailed).				

Table 14.Z-r transformation showing level of influence of Organizational Citizenship on GA

S/N	Variable	Mean	Std.	Obsv. N	Df	Pearson Correlation Coefficient	Z-r	Relationship
1.	Organizational Citizenship	3.23	0.03	33	31	0.598	0.311	Significant
2.	Goal Achievement	3.25	0.06	33				

The result of the statistical analysis above (as indicated by the Pearson correlation coefficient, r = 0. +598), shows that there is a strong, positive relationship between organizational citizenship and goal achievement among tertiary institutions in Delta State. The z- r transformation table below further shows that the relationship between team support and goal achievement is significant (z-r value = 0.311, being less than the z-critical value of 1.96) . Thus, the null hypothesis is rejected and the result concludes that team support has a significant influence on goal achievement among tertiary institutions in Delta State.

Analysis of Null Hypothesis 8 Organizational Citizenship does not have a significant influence on Quality knowledge offering of Polytechnics in Delta State

Table 15. Correlation Between OC and Quality Knowledge Offering(QKO)

Team Support	Quality Knowledge Offering			
Organizational citizenship	Pearson Correlation	1	0.577	
	N	33	33	
Quality Knowledge Offering	Pearson Correlation	0.577	1	
*. Correlation is significant at the 0.01 level (2-tailed).				

Table 16.Z-r transformation showing level of influence of OCon Goal Achievement(GA)

S/N	Variable	Mean	Std.	Obsv. N	Df	Pearson Correlation Coefficient	Z-r	Relationship
1.	Organizational citizenship	3.28	0.04	33	31	0.577	0.266	Significant
2.	Qty Knowledge Offering	3.21	0.03	33				

The result of the statistical analysis above (as indicated by the Pearson correlation coefficient, r = - +0.577), shows that there is a moderate positive relationship between team support and quality knowledge offering among tertiary institutions in Delta State. The z- r transformation table below further shows that the relationship between organizational citizenshipand quality knowledge offering is significant (z-r value= 0.266 being less than the z-critical value of 1.96). Thus, the null hypothesis is rejected and the result concludes that organizational citizenship has a significant influence on quality knowledge offering among tertiary institutions in Delta State.

Table 17. Moderating Effect Of Leadership Style On Work-Team Management And Organizational Productivity

	Team Support	Quality Knowledge Offering		
Leadership style	Pearson Correlation		1	0.555
	N		33	33
Work-team & Orgproductivity	Pearson Correlation		0.555	1
*. Correlation is significant at the 0.01 level (2-tailed).				

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Table 18. Z-r transformation showing Moderating effect of leadership style on work-team management and organizational productivity

S/N	Variable	Mean	Std.	Obsv	Df	Pearson Correlation Coefficient	Z-r	Relationship
1.	Leadership style	3.28	0.04	33	31	0.555	0.188	Significant
2.	Work-team & Org productivity	3.21	0.03	33				

The result of the statistical analysis above (as indicated by the Pearson correlation coefficient, r = - +0.555), shows that there is a moderate positive relationship between the moderating influence of leadership style, work-team management and organizational productivity among tertiary institutions in Delta State. The z- r transformation table below further shows that the relationship between the moderating influence of leadership style, work-team management and organizational productivity is significant (z-r value= 0.188 being less than the z-critical value of 1.96). Thus, the null hypothesis is rejected and the result concludes that leadership style has a moderating influence on work-team management and organizational productivity among tertiary institutions in Delta State.

4. Discussion of Findings

The examinations of relationships between the independent variable (work-team management) and the dependent variable (organizational productivity) as well as their dimensions and measures, this study findings are as follows: The study findings in the test of research question 1, shows that unified goal has a significant influence on goal achievement of tertiary institutions in Delta State. As a result, there was achievement of positive results; achievement of pedagogical objectives; increased departmental progress; increased departmental productivity; there is increased job satisfaction and promotion. Also, from the result as revealed in the test of hypotheses 1 & 2using Pearson Product Moment Correlation statistics, there is a strong, positive relationship between unified goal and goal achievement(+0.717), whereas the Z-r result showed that the relationship is statistically significant at 0.111 as shown in tables 4.7 and 4.8 (thus, a rejection of null hypotheses 1& 2). This result was further corroborated by the findings of Harpst (2018) who revealed that unified goal enhances goal achievement among team which is further enhanced by much shared (social) interaction in the forming and executing of such goal went further to buttress that unified goal does not only makes the group more efficient, it leverages the differences of the team and provides peer accountability and motivation that can only occur when doing things "together." "Unified goals are therefore essential to organizational goal achievement" (Harpst, 2018).According to Jaffery and Afandi, (2014) the place of unified goals will clarify what is to be done, when, and by whom. Also the result shows that unified goal has a significant influence on the quality knowledge offering of tertiary institutions in Delta State. As a result, there was: production of highly skilled and knowledgeable graduates; there is improved problem solving skills for students ; there is increased production of first and second class graduates; there is encouragement for creativity in the application of teaching methods and techniques; increased departmental productivity and effective curriculum delivery. Also, from the result as revealed in the test o Hypothesis 2, shows a strong, positive relationship between unified goal and quality knowledge offering (+0.689), whereas the Z-r result showed that the relationship is statistically significant at 0.108, thus, a rejection of null hypothesis 2. In response to research question 2, the result shows that team communication has a significant influence on goal achievement among tertiary institutions in Delta State. As a result, there was: achievement of positive results; achievement of pedagogical objectives; increased departmental progress; increased departmental productivity; and increased job satisfaction and promotion. Also, from the result as revealed in the test of hypothesis 3, the Pearson Product Moment Correlation confirmed that there is a very strong, positive relationship between team communication and goal achievement (+0.825), whereas the Z-r result showed that the relationship is statistically significant at 0.232. The result also shows that team communication has a significant influence on quality knowledge offering among tertiary institutions in Delta State. As a result, there was, production of highly skilled and knowledgeable graduates; improved problem solving skills for students; increased production of first and second class graduates; encouragement for creativity in the application of teaching methods and techniques; increased departmental productivity and effective curriculum delivery .Also, from the result as revealed in the test of hypothesis 4,there is a strong positive relationship between team communication and quality knowledge offering (+0.655), whereas the Z-r result showed that the relationship is statistically significant at 0.312. In response to research question 3, the result shows that team support has a significant influence on goal achievement among tertiary institutions in Delta State. As a result, there was: achievement of positive results; achievement of pedagogical objectives; increased departmental progress; increased departmental productivity; and increased job satisfaction and promotion. Also, from the result as revealed in the test of hypothesis 5,using Pearson Product Moment Correlation, there is a very strong, positive relationship between team support and goal achievement (+0.677), whereas the Z-r result showed that the relationship is statistically significant at 0.229. Thus, a rejection of null hypothesis 5 became necessary. The result also shows that team supporthas a significant influence on quality knowledge offering among tertiary

institutions in Delta State. According to the majority of the respondents, team support helps in the production of highly skilled and knowledgeable graduates; improved problem solving skills for students; increased production of first and second class graduates; encouragement for creativity in the application of teaching methods and techniques; increased departmental productivity and effective curriculum delivery. Also, from the result as revealed in the test of hypothesis 6, there is a strong, positive relationship between team support and quality knowledge offering (+0.621), whereas the Z-r result showed that the relationship is statistically significant at 0.146, thus, a rejection of null hypothesis 6. According to Austin (2018), team supports in tertiary institutions help to get educators engaged, pull the team together for the achievement of quality knowledge offering and targeted profit levels. Turner (2017) asserted that if heads of departments in tertiary institutions can help fortify team supports among the staff, there will be increase pedagogical skills and ability to impact quality knowledge effectively on the students. This result was further corroborated by the findings of Marquis (2019), when employees work together as a team within a company, every employee learns from one another. This knowledge is not limited to the personal experiences of coworkers; educators from different departments may learn information and teaching techniques from each other thereby enhancing their ability to deliver quality lectures to the students. In response to research question 4, the result shows that organizational citizenship has a significant influence on goal achievement among tertiary institutions in Delta State. As a result, there was achievement of positive results; achievement of pedagogical objectives; increased departmental progress; increased departmental productivity; and increased job satisfaction and promotion. Also, from the result as revealed in the test of hypothesis 7, using the Pearson Product Moment Correlation statistical tool, there is a very strong, positive relationship between organizational citizenship and goal achievement (+0.598), whereas the Z-r result showed that the relationship is statistically significant at 0.311.Bambale (2011) further supported this finding as he concluded that there is a significant relationship between organizational citizenship behavior and goal achievement. the result shows that organizational citizenship has a significant influence on quality knowledge offering. According to the majority of the respondents, organizational citizenship helps in the production of highly skilled and knowledgeable graduates; improved problem solving skills for students; increased production of first and second class graduates; encouragement for creativity in the application of teaching methods and techniques; increased departmental productivity and effective curriculum delivery. Also, from the result as revealed in the test of hypothesis 8,there is a moderate, positive relationship between team supports and quality knowledge offering (+0.577), whereas the Z-r result showed that the relationship is statistically significant at 0.266, thus, a rejection of null hypothesis 8. Wu and Liao(2016) indicated that quality knowledge offering can emanate from good organizational citizenship behavior. They went further to add that studies on organizational citizenship and quality service delivery indicate that organizational citizenship behavior attitudes are very important in quality knowledge delivery in educational institutions. The result of moderating effect of leadership style shows a significant moderating influence on work-team management and productivity among tertiary institutions. The result also shows that leadership style moderates the operation between work team management and organizational productivity by encouraging: consultation among staff for the way forward in the department; increased departmental progress; freedom of speech in departmental meetings; increased commitment among the staff and boost of team spirit for effective curriculum delivery.

5 . Conclusion

Based on the findings, the study therefore, concluded that work-team management is critically applicable to achieving maximum productivity in tertiary institutions. The study also concluded that to achieve productivity in tertiary institutions, the school management must take cognizance of important parameters such as unified goals, team communication and team support, organizational citizenship . The place of a moderating variable such as leadership style must also be taken seriously. As a matter of fact, effective leadership style is so important that it enables a leader to continually and progressively lead and direct followers to a predetermined destination agreed upon by the whole group. It is the manner of approach to issues of the managers towards achieving the goals of their organization by transforming various resources available to any organization into output through the functions of management. As a matter of fact, tertiary institutions are now provided with useful insight directed towards effective work team management necessary to achieve improved productivity. Also, tertiary institutions can now apply the principles in the findings of this study to create a more favorable learning environment fostered on enhancing organizational productivity.

6. Recommendations

The following are hereby recommended for effective application of work-team management for achievement of maximum productivity in tertiary institutions.

1. Unified goals should be applied, not only by educators in tertiary institutions but also in other businesses for achievement of organizational goals.
2. Educators in tertiary institution must unite their goals for effective and quality knowledge offering to students.
3. Team communications should be applied, not only by educators in tertiary institutions but also in other businesses for achievement of maximum achievement of organizational goals.

4. Educators in tertiary institutions should apply team communications in their effort to deliver quality lecturers to their students.
5. Management educators and other tertiary school educators should apply team supports for maximum achievement of curricular objectives.
6. Educators in tertiary institutions engage in team support so as to help each other team deliver quality lectures to the students.
7. Management educators and other tertiary school educators should consider organizational citizenship as necessary criterion for achievement of curricular objectives.
8. Management educators and other tertiary school educators should adopt organizational citizenship as necessary criterion for enhancing their ability to deliver quality lectures.
9. All Heads of Departments and Faculties should adopt a good leadership style to help encourage their lecturers and other staff achieve organizational productivity.

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