THE CONTRIBUTING FACTORS OF TEAM PERFORMANCE AMONG EMPLOYEES OF AKADEMI SENI BUDAYA DAN WARISAN KEBANGSAAN (ASWARA)

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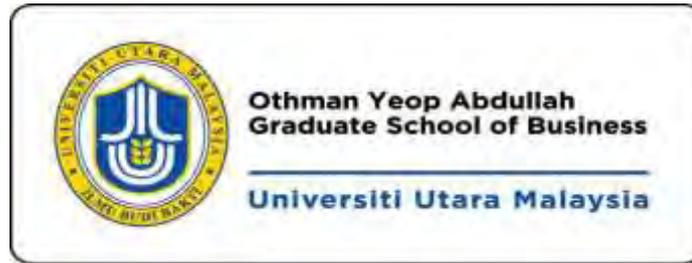Seperti yang tercatat di muka surat tajuk dan kulit kertas projek
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ABSRACT

The primary aim of this quantitative research is to identify the factors that influence team performance in Akademi Seni Budaya dan Warisan Kebangsaan (ASWARA). A total of 114 respondents from Akademi Seni Budaya dan Warisan Kebangsaan (ASWARA) participated in this study and data was gathered using structured questionnaires and has been analysed using Statistical Package for Social Science (SPSS) version 22.0. Through the Statistical analysis- correlation analysis, it is found that there are positive significant relationship independent variables namely leadership, communication, and emotional intelligence with the dependent variable: team performance. Factor of conflicts however showed insignificant positive relationship with team performance. Among all four independent variables, leadership is found to be the most influencing independent variable that affects the team performance of Akademi Seni Budaya dan Warisan Kebangsaan (ASWARA). Based on the findings of the study, the theoretical and possibility implication were discussed. Limitations and recommendations for future research are also underlined.

Keyword: Team performance, leadership, communication, emotional intelligence, and conflicts

ABSTRAK

Tujuan utama penyelidikan kuantitatif ini dijalankan adalah untuk mengenalpasti faktor-faktor yang mempengaruhi prestasi berpasukan di Akademi Seni Budaya dan Warisan Kebangsaan (ASWARA). Seramai 114 responden daripada Akademi Seni Budaya dan Warisan Kebangsaan (ASWARA) telah mengambil bahagian di dalam kajian ini dan data diperolehi menggunakan soal selidik berstruktur dan dianalisa menggunakan "Statistical Package for Social Science" (SPSS) versi 22.0. Melalui analisis statistik – analisis korelasi, didapati bahawa terdapat hubungan yang signifikan antara pembolehubah tidak bersandar iaitu kepimpinan, komunikasi, dan kecerdasan emosi dengan pembolehubah bersandar iaitu prestasi berpasukan. Walaubagaimanapun, konflik menunjukkan hubungan yang tidak signifikan dengan prestasi berpasukan. .Antara keempat-empat pembolehubah tidak bersandar, kepimpinan didapati pembolehubah yang paling mempengaruhi prestasi berpasukan keseluruhannya di Akademi Seni Budaya dan Warisan Kebangsaan (ASWARA). Berdasarkan hasil kajian, teori dan implikasi yang mungkin akan berlaku telah dibincangkan. Had dan cadangan untuk kajian akan datang juga digariskan.

Kata Kunci: Prestasi pasukan, kepimpinan, komunikasi, kecerdasan emosi, dan konflik

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In the name of Allah, the Most Gracious and the Most Merciful

Praise be to Allah for giving me the health, strength, patience and perseverance in completing this research paper. I do pray to His Greatness for inspire and enable me to finish this dissertation on the required time. Without His permission, for sure I cannot make it possible.

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I would also like to express my gratitude to all staff of Akademi Seni Budaya dan Warisan Kebangsaan (ASWARA), for their involvement in this study. Without their sincere participation, this study will not be as successful as today.

I owe this accomplishment to my beloved colleagues and friends for their support and prayers.

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CHAPTER ONE: INTRODUCTION

1.1 Background of study

In all levels of an organization, high performance teams are crucial for strong organization results and sustained growth (Mitchell, 2013). Impacted by current economy situation, organizations regardless private or government sectors have to be more dynamic and competitive in their future operating environment. In order to enhance the effectiveness and efficiencies, plus facing stiff market phenomenon, organizations keep pursuing better competitive advantages among them. A successful organization came from good combination of people and the systems, and strategies. Best group of human capital with effective governance at the same time ensuring successful organizations, the champion in its market. This is aligned with Porter (2012), suggested that operation is one of related matters when redefining productivity in business value chain which involving employees towards achieving competitive advantage. Organization and its management must not only focus on individuals, but also in term of teams. It is important to set impactful team in organization as it influence organization performance.

A team is a set of people who work together on a permanent or impermanent basis to attain an objective (Stewart & Mainwright, 2012) while been said that in an intricate world, short term project teams are one of the norms, different approaches are required to grow, evaluate the performance of the whole team. In addition, it is necessary to create and nourishing teams as modern teams require upper levels of accountability and emotional intelligence to work fine.

Jobs have been more influenced by few trends than the progress to introduce teams in the workplace. Not all groups are work teams but all work teams are groups because groups accentuate individual accountability, individual leadership, and individual contribution but teams stress shared leadership, collective results, and mutual accountability. The performance of a team depends both on how well the members learn to work together individual learning in a team.

As a process of functioning collaboratively with a group of people to attain an aim, factors such are leadership style, diversity (culture, talent and personalities) communication, cohesiveness may create affects thus teamwork activities have to be adopted in order to enhance Organizational Productivity.

Teamwork is the major role in workplace performance as known by Behavioural scientists since years ago. The idea of acknowledging through rewards on team performance as the best way to succeed organizational aims has been universally accepted by managements (Michell, 2013).
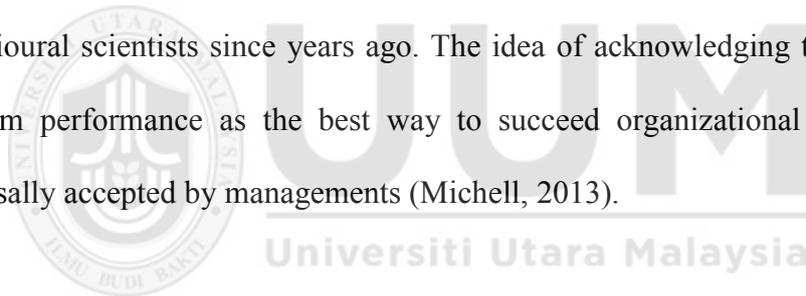
Table 1.1:
Effects of Team and Individual Incentive Programs on Performance

Productivity	Number of Studies Observed	Type of Program
19%	55	Individual
48%	9	Team

Source: Snowfly, Individual versus Team Rewards, The 75/25 Rule.

Based upon observation and experience made by Snowfly Performance Incentives in 2013, an ideal performance reward program consists of 25% emphasis on team behaviour while 75% highlighting on individual behaviour. This is due to their finding showed that the most effective means of encouraging output are team

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incentive programs. The study result findings were as the Table 1.1 which justified that team incentive programs are more effective than individual incentive programs.

In addition, another research has been made to inspect the cause of individual versus reward systems and group evaluation on work group behaviour and performance under diverse assignment situations. It turned out proving team based approach surpass individual based approach, produced more cooperative actions (Daniel *et al*, 2015).

Table 1.2:
ASWARA Team Building Training Programs from Year 2016 Till 2018

Year	Modules	Involvement	Expenses (RM)
2016	Strengthening Team Excellencies	54 Academicians	39,920.40
2017	i) Team Productivity Enhancement " High Performance Team"	40 Managements personnel	28,622.00
	ii) High Team Performance Team Building ASWARA	15 new Security officers	15,503.40
2018	i) Enhancement Course "High Performance Team" (First Series)	50 management personnel	18,414.00
	ii) Enhancement Course "High Performance Team" (Second series)	50 management personnel.	18,249.00

Source: Training Calendars, ASWARA Human Resources Departments

Another way of perspective referring Table 1.2, Akademi Seni Budaya dan Warisan Kebangsaan (ASWARA) has aware that team spirit (*Esprit de corps*) is important in the organization. Policies related to teamwork spirit should be adapted in public sector which sustains team efforts inside the organizations so that whole organizational output and effectiveness can be improved (Sheikh *et al*, 2011). It can be seen starting by year 2016 where as a team building training program has been launched but only involving the lecturers. However, 2 series of team building programs held divided into 2 involvements which were management personnel and security officers in the following year. Human Resource and top managements had aware that these two categories need more teamwork in performing their duty to ensure organization missions achievement. This will be followed by another 2 series of Team Building programs in 2018 which will be only focusing on management personnel.

Combination of previous researches and Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA) awareness showed that team performance may enhance organizational productivity and output. Therefore, it is essential for managers to really comprehend that team performance can be upgraded through team effectiveness and team efficiencies.

In order to analyse this matter further, Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA) has been chosen to be the subject for the research. This research examined regarding team performance in term of effectiveness among non-academicians in the effort to investigate the contributing factors.

1.2　　Problem statement

Table 1.3:

Performance of 38 Federal Statutory Bodies of year 2013 and 2016

Num.	Federal Statutory Bodies	2013		2016	
		(%)	K	(%)	K
1.	Lembaga Tabung Angkatan Tentera (LTAT)	91.65	6/37	94.38	1/38
2.	Kumpulan wang simpanan pekerja (KWSP)	96.67	1/37	94.28	2/38
3.	Universti Malaya (UM)	86.37	23/37	92.56	3/38
4.	Universiti Malaysia Pahang (UMP)	86.03	25/37	92.44	4/38
5.	Universiti Teknologi Mara (UiTM)	93.04	3/37	92.08	5/38
6.	Universiti Sultan Zainal Abidin)UniSZA)	83.77	28/37	91.60	6/38
7.	Institut Penyelidikan Perhutanan Malaysia (FRIM)	85.67	26/37	91.58	7/38
8.	Univerisiti Pertahanan Nasional Malaysia (UPNM)	69.30	37/37	91.55	8/38
9.	Universiti Pendidikan Sultan Idris (UPSI)	92.69	4/37	91.41	9/38
10.	Universiti Putra Malaysia (UPNM)	93.07	2/37	91.30	10/38
11.	Universiti Sains Islam Malaysia (USIM)	91.99	5/37	90.97	11/38
12.	UniversitiTun Hussen Onn Malaysia (UTHM)	89.23	9/37	90.88	12/38
13.	Universiti Malaysia Sabah (UMS)	83.64	30/37	90.71	13/38
14.	Majlis Pembangunan Wilayah Ekonomi Pantai Timur	87.08	19/37	90.34	14/38
15.	Perbadanan Insurans Deposit Malaysia (PIDM)	88.20	14/37	90.12	15/38
16.	Universiti Kebangsaan Malaysia (UKM)	88.72	13/37	90.05	16/38
17.	Pihak Berkuasa Pelaksanaan Koridor Utara (NCIA)	86.75	10/37	89.90	17/38
18.	Universiti Malaysia Sarawak (UNIMAS)	88.82	14/37	89.87	18/38
19.	Perbadanan Hal Ehwal Bekas Angkatan Tentera	81.36	20/37	89.64	19/38
20.	Universiti Teknikal Malaysia (UTM)	88.77	11/37	88.39	20/38
21.	Universiti Sains Malaysia(USM)	88.75	12/37	87.55	21/38
22.	Universiti Teknologi Malaysia UTM)	85.63	27/37	87.50	22/38
23.	Pertubuhan Keselamatan Sosial (PERKESO)	88.09	15/37	87.46	23/38
24.	Suruhanjaya Kopeasi Malaysia (SKM)	82.72	32/37	87.16	24/38
25.	Lembaga Tabung Haji (LTH)	86.73	21/37	86.80	25/38
26.	Universiti Malaysia Perlis (UNIMAP)	87.64	17/37	86.55	26/38
27.	Lembaga Getah Malaysia (LGM)	83.69	29/37	86.29	27/38
28.	Dewan Bandaraya Kuala Lumpur (DBKL)	97.30	-	85.75	28/38
29.	Universiti Malaysia Terengganu (UTM)	88.06	16/37	85.28	29/38
30.	Universiti Utara Malaysia (UUM)	86.28	24/37	84.50	30/38
31.	Kumpulan Wang Persaraan Malaysia (KWAP)	90.55	8/37	84.29	31/38
32.	Universiti Malaysia Kelantan (UMK)	69.51	36/37	84.21	32/38
33.	Suruhanjaya Perkhidmatan Air Negara (SPAN)	83.54	31/37	82.97	33/38
34.	**Akademi Seni Budaya dan Warisan Kebangsaan (ASWARA)**	**86.39**	**22/37**	**82.60**	**34/38**
35.	Bank Simpanan Nasional (BSN)	90.61	7/37	81.67	35/38
36.	Lembaga Perkhidmatan Kewangan Labuan	87.32	18/37	79.22	36/38
37.	Pihak berkuasa Wilayah Pembangunan Iskandar (IRDA)	81.51	33/37	76.74	37/38
38.	Institut Penyelidikan Keselamatan Jalan Raya Malaysia	78.98	35/37	75.97	38/38

Source: Head of National Audit Report 2016, National Audit Department)

Referring to Table 1.3, based on statistic data retrieved from National Audit Department Report for year 2016, Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA) has declined in terms of its total score in „Accountability Indexes". The report was based on several elements and one of it is Management Controlling.

Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA) itself was at the 22nd in year 2013 before drop to from 34th place among others *Federal Statutoty bodies*. More badly, year of 2013 scoring are much better to be compared with the latest one as it is 3 years term reporting. This means that for the years starting 2014 till 2016, Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA) performance in overall declining. Top management in Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA) felt so disappointed with the performance and has stressed the issue to all level to keep up their team and also individual performance as it will reflects Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA) overall performance in next 3 years. Furthermore, several weaknesses highlighted in the report as repeated issues since year 2013 which mean no improvement been made on related matters. The following as stated below are some of the unperformed requirements:

a) Organisation structure modification without Public Service Department Malaysia (JPA) approval.

b) Tasks Procedure Manual (MPK) was still not documented even though used to be highlighted in National Audit Report 2010 and also 2013.

c) Important meetings have been held less than minimum number of requirements as stated in circular.

d) Important meetings have been held over the required period as stated in

circulars.

e) Appointment of important Board committees in formal was not fulfilled.

f) Posts in organization were still yet not fulfilled in total.

g) There were number of officers that not been sent to training/ courses for at least 7 days of training days.

h) Important meetings" minute was not prepared as required by circulars.

i) Job description for Stores Keeper was not prepared besides formal appointment was not done.

j) Assets records and its management were not well managed.

The same repeated weaknesses commented by National Audit Department in 2016 showed that there are internal issues has occurs in ASWARA specifically by departments that represent teams. The statistics proven that they failed to handle the same issues as it was repeated in 2016. Some of the teams do have good leaders but problems seem exist in term of followership. Communications in teams are still not effective to transfer the understanding between peers. Teams in ASWARA also still lack of emotional intelligence. When conflicts occur, blaming game is still the first choice rather managing the tasks or issues.

At the same time, ASWARA is an education institution that will join in the Public Universities listing in Malaysia as it has been announced by the Prime Minister in Dewan Rakyat on 21st May 2015, been said that arts activities will be accelerated with upgrading ASWARA from an academy to a university totally. It was the followed by Kosmo news on 28th November 2017 stated that ASWARA will be upgraded to Universiti P. Ramlee, a public university by end of year 2018.

In order to ensure Universiti P. Ramlee will be competitive in the league, (ASWARA) as now have to make sure that change must be done on its employees performance momentum not only individually but also team based. So, this research focus is on the factors that contribute to team performance in ASWARA and also investigating the negative ones at the same time.

1.3 Research questions

1.3.1   What is the level of team performances of ASWARA employees?

1.3.2   What is the relationship between leadership and team performance among employees of ASWARA?

1.3.3   What is the relationship between communication and team performance among employees of ASWARA?

1.3.4   What is the relationship between emotional intelligence and team performance among employees of ASWARA?

1.3.5   What is the relationship between conflicts and team performance among employees of ASWARA?

1.3.6   What is the influence of leadership, communication, emotional intelligence, conflicts and team performance among employees of ASWARA?

1.4 Research objectives

To discover the determinants of team performance among employees of Akademi Seni Budaya dan Warisan Kebangsaan (ASWARA). What influence and less

influence them in performing task in a team. In capturing the situation the following objectives were specifically formulated:

1.4.1   To determine the level of team performance in ASWARA.

1.4.2   To determine the relationship between the leadership and team performance of ASWARA.

1.4.3   To determine the relationship between the communication and team performance of ASWARA.

1.4.4   To determine the relationship between emotional intelligence and team performance of ASWARA.

1.4.5   To determine the effect of conflicts towards team performance of ASWARA

1.4.6   To determine the influence of leadership, communication, emotional intelligence, conflicts and team performance of ASWARA.

1.5 Scope of the research

The focus is on contributing factors to team performance among employees of ASWARA. Researcher chooses supervisory and clerical as targeted respondents and not including lecturers. This research will cover all level of administration including faculties" management and focus on the one and the only campus which located on Jalan Tun Ismail, Kuala Lumpur.

1.6 Significance of research

The main"s contribution of the research emphasizes more on overall aspects. Most of the previous studies has examined several factors but focused on one aspect. This research will give a better sight in a different diameter as it will provide extend on other previous researches. Moreover, this research will add new knowledge on how the mix of various aspects of factors may influence team performance. Plus, the research will also provide better understanding on topics related to team performance and employees" performance. Furthermore, the research may also be as one of tools or guidance for Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA) regarding on efforts to enhance more the management effectiveness and efficiencies through employees" performance management. Last but not least, policy makers may also use this research as one of the tools for them to make decision pertaining to related matters.

The primary goal of this research is to study the implication of contributing factors on team performance, its effect among the Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA) employees. This study will investigate the factors" implication on team performance. Based on the research questions, academicians and students alike will obtain understanding on the direct effect on team performance. Besides that, it may help organization diagnose the degree and existence of focus concerning these factors. Particularly, it helps managers identify potential drawbacks of the factors which may be the reason of rigidity in the performance of and thus influence the quality of team momentum. Furthermore, this study provides significant insight to the practitioners and organisation in general and particularly

which in turn increases the performance Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA) by securing a better decision or plan.

1.7 Organization of thesis

The first chapter, introduction of the study is made which is the background of the study. Besides that, the chapter is also comprise problem statement, research questions, research objectives, scope of study and limitations, definition of key terms, and organization of thesis.

The following chapter will express on literature review which discuss the element of the study. The elements that would be discussed are the determinants of team performance which are leadership, communication, management support, emotional intelligence, and team characteristics. The last focus in this chapter describes team performance effectiveness and efficiency.

The next chapter will focus on the research methodology. It consist the theoretical framework, hypothesis, research design, operational definition, measurement of variables, data collection, sampling procedures, data collection procedures, and lastly is technique of data analysis. Statistical techniques are used to analyse the data, which briefly explained. It explains the type of research that has been done. This chapter also discusses the activities that this study executed in confirming that the goal is achieved. Altogether, three (3) main phases have been gone through; theoretical study, empirical study, and model validation.

Chapter 4 analyse the data using SPSS software version 22.0. This part presents the data analysis and decision of the study that was gathered based upon the objectives of the study.

The final chapter in this research discuss, conclude and give recommendation from the research. The chapter is going to discuss the future research direction for other researchers. This chapter recaps the whole of research that were done. It discusses the findings of the research followed by the implication of the findings. The limitations of this study and for future studies were also outlined.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter reviews previous literature on the matter. It discussed the literature used by diverse scholars and sources, which have been used for structuring up the knowledge of the research to find the core theories for the theoretical framework.

The literature review in this study was elaborated on the concepts and relationships between many independent variables that have been focused by previous researchers and dependent variable, team performance.

2.2 Team Performance

It is regularly termed pertaining of degree to which a team can attain towards expected aim or excelling duties given (Chen & Wu, 2014). Team performance concerns the completion of activities and tasks needed of a group. Teams are formed with individuals that can work together and boost each other"s performance. Team performance is also pertaining to checking and control undertakings over the team along with the considerations during teams" forming (Chen & Wu, 2014). Ravindranath and Rajiv (1998) stated that besides efficiencies, the variable of effectiveness is one of the characteristics of team performance. Efficiency is the adherence to schedules and budgets while effectiveness is the extent of teams" attainment which relative to the result quality (Ahmed, 2016). Team performance assessment may get examined be with due to how effectiveness it is. Hence, the

contrast between anticipated and real productivity is reflected by the effectiveness (Hoegl *et al*, 2003).

A team fulfils the prospects of a quality product due to the extent of team effectiveness as it indicates the degree of fulfilling the aims as well as the value of the project was accomplished. It is also referring to the evaluation on the differences of real and anticipated results. Effectiveness covers how the team attained a result such as having utmost worth along with the action of the team. It is important to make clear the different because a lot of factors may have consequence on the result that may form confusion during contributing thought in team performance measurement (Salas, 2005).

McGregor and Doshi (2015), Tactical performance is how effectively your organization sticks to its strategy as the driver of focus and consistency. It allows organizations to increase strength by directing limited resources to the fewest targets. It was familiar in high structured corporation. Adaptive performance manifests as creativity, problem solving, grit, innovation, and citizenship. It allows organizations to create value in a world filled with, as the U.S. military says, volatility, uncertainty, complexity, and ambiguity, where technology and strategy changes rapidly. It was familiar in small start up company.

Emergence from various science disciplines has provided several models of team performance (Dingsoyr & Dyba, 2012). Concentration on Teamwork studies in relation to management science and psychology has been done by many researchers. However, there are other models stressing external environment and characteristics of individual team members.
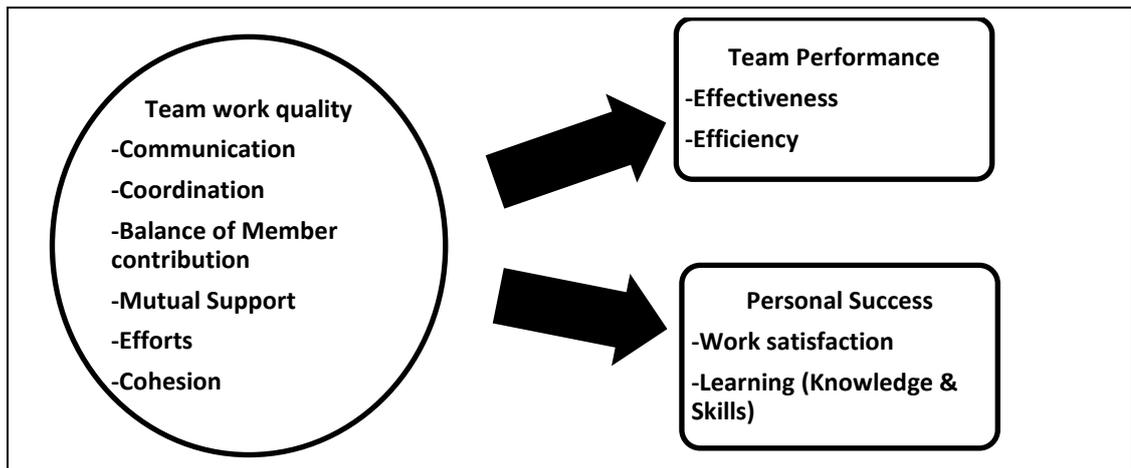
Figure 2.1
TWQ Model by Hoegl and Gemuenden (2001).

Moreover, referring to Figure 2.3, Hoegl and Gemuenden (2001) recognized the model in management science grounded on a research base. It supported that teamwork quality has characteristics such are mutual support, communication, balance of member contributions, organization, , effort and coherence.

It also been found applied to the US Army in order to set a practical model for team. Similarly, Dickinson and McIntyre"s model aimed at the practical use focusing on self-managing teams. But, Hoegl"s model development existed for a survey study focusing the influence of teamwork quality on team performance in inventive projects. All of these involved quality of communication as of the factors towards team performance.

The mechanisms included in them were almost similar even though utilizing different terminologies in those models. All models have communication mechanism as a key characteristic related to team orientation. It is supported by Hoegl (2001) that stated effectiveness of work by way of focusing on team cohesion played by motivation as the crucial role. However, other models integrated team leadership with motivation involving element of motivating team members" and positive work surroundings.

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2.3 Leadership

A dynamic process is which one person influences others to contribute to the accomplishment of the group task (Amin, 2014). It is a practice of an individual influences a set of people to attain a same aim (Northouse, 2009). It also can be defined either as traits that a leader possesses or a process and restricted only to those who have special, usually inborn talents (Wah, 2010).

Pamela *et al* (2007) derived 5 skills of leadership in management. They are ability of understanding individual/group behavior dynamics, having the ability to motivate employees, being an effective communicator and also being able to envision future and share that vision.

There are six leadership styles according to Goleman and Daniel (2000). The Commanding styles is demands immediate compliance and the style works best when in a crisis, to kick start a turnaround, or with problem employees. Visionary style is mobilizes people toward a vision and the style works best when changes require a new vision or when a clear direction is needed. The third style: Affiliative styles that create harmony and build emotional bonds and the style works best when to heal rifts in a team or to motivate people during stressful circumstances. Democratic style is pertaining to forge consensus through participation and the style works best when to build buy-in or to get input from valuable employees. Pacesetting style is regarding to setting high standards for performance and the style works best when to get quick results form a highly motivated and competent team. Lastly: Coaching style which is develops people for the future and the style works best when to help employee improve performance or develop long term strengths.

2.4 The Relationship Between Leadership and Team Performance

Tan (2010) suggested that transformational leadership significantly influences team performance positively through individualized consideration factor. A partial positivity significant relationship between team innovation and transformational leadership advised. Plus, it was mentioned that relationship between team performance and transformational leadership projected by the vision and support for innovation factors at the same time mediated by team innovation Ryan and Jason (2015) believed it is essential for project leaders to properly balance their leadership style in order to improve team performance. They also revealed four stages of team development and shared ways a team can reach the performing stage thus positive relationship between leadership and team performance do exists.

Susanne *et al* (2013) constructed a model of trust distinguished relationship between team performance and transformational leadership mediated by trust in a team. It supported that transformational leadership give positive effects towards team performance.

A survey conducted by Brandon Hall Group"s team Development Research in year of 2012, showed that dysfunctional team gave negative effect on organizational quality and productivity by more than 76%. The survey supported that effective leadership, proper development and opportunities are required to have high performance teams. Precisely, it needs individuals" leadership and team development, team effectiveness and organizational capability, accountability of goals, and also built trust and alignment.

Mediated by demographic diversity, shared leadership has positive relationship with team performance (Julia, 2014). It is suggested that information

sharing could be upgraded when shared leadership is high that may lead to usage of knowledge backgrounds and group diverse information.

There is no momentous relationship between team effectiveness with openness to experience while team conscientiousness is significantly negatively related to team effectiveness. This was supported by Nicole (2015) that also suggested that personality traits and shared empowering leadership were significantly related to team effectiveness.

It has been indicated that team leadership built form team potency positively influence team creativity because creativity is a part of team task fulfilment (Tak, 2012). Not only that, a strong linkage between team trust and knowledge sharing in a team do exist besides creating greater team potency at the same time. This was supported by Alaka (2015), implied that relationship between trust and team performance in global outsourcing team setting is positive moderated by high level of project risk and negative impact if vice versa.

It was also found that the utmost essential aspect in Project Change Management is team leadership. It was supported by Nurhidayah (2012) which has formulated that an effective project team with good change management also exercises team leadership besides clear team goals, effective communication strategies, understood team roles, and good working relationship. Leadership may determine employees" commitment (Nur *et al*, 2015). There are also some exceptions of leadership at individual as well as team levels is still inadequate (Wang & Howell, 2010).

2.5 Communication

Communication denotes to the exchange of information between team members extensively and with quality in term of frequency in how team communicate, formalization in term of planning and timing before the information occur such examples scheduled meetings, written status reports, structure and openness of information exchange the quality of communication, and it provides channel through which information and knowledge can be evaluated and activities can be coordinated (Hoegl & Gemuenden, 2001).

Mcshane and Von (2003) explained communication process involves between Sender and Receiver. Sender is the person that own the message by create and encode it before transferring to Receiver through communication barriers that may came from environment and personal factors. The Receiver then decodes the message before giving feedback and transfer back through communication barriers. The feedback then will be received by Sender after decoding it.

They are two types of communication which are verbal and non- verbal communication and four types of communicator: Aggressive, Passive, Passive Aggressive, and Assertive (O"Toole, 2016). The unhealthiest is aggressive speakers that demanding and threatening with loud voice or intonation. They shows big and fast gestures.

Fred (2010) highlighted four barriers of effective communications: Process barriers, Physical barriers, Semantic barriers, and Psychological barriers and recommend that awareness of the importance of sender's and receiver's responsibilities and adhere to active listening skills must be developed to have effective communication.

2.6 The Relationship Between Communication an Team Performance

Peter (2015) had made a test regarding to the use of technology as a fundamental aspect of teamwork processes and a key determinant of team success. The study introduced the term *process sociomateriality* to reflect member interactions that are enabled, augmented, or impaired by the use of technology during task work. It revealed that that *process sociomateriality* (particularly facilitation and expansion) impacts team performance and viability by shaping team emergent states (team satisfaction, team trust, and collective efficacy).

An addition, coordination of expertise, communication, mutual support have significant influence team performance have significant influence while value diversity may also give effects towards team performance (Ahmed, 2016). The finding regarding the effect of communication on team performance were similar with Nurhidayah (2012).

A survey made by Boussam (2016) found that communication and cohesion had significant effects on team performance but not the mutual support, effort and cohesion, balance of member contribution, and improvisation. Communication and cohesion has positive impact on team performance while improvisation variable do not influence team performance.

Communication satisfaction and team performance do have connection where as an analysis made by Anne (2011) resulted that those individuals with good communication satisfaction in a team likely to perceive the team will be successful. The survey also suggested that individuals in the survey still found team communication satisfaction is important to them.

Team performs better when roles are segregated accurately or team members

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are given space to communicate about their decisions as it has play effects on team performance (David & Matthias, 2011). However the interaction effect between endogenous role assignment and chat give negative impact on team performance.

Graham (2015) stated that a bigger impact on team performance could be had by consistency of social role performance within a team. Insignificancy relationship exists between team cohesion and team social performance whereas no correlation or predictive on team performance It also been suggested that teams with social roles will likely to exercise cohesive behaviour.

2.7 Emotional Intelligence

Constantly gauged of distinct psychology skill was described as Emotional Intelligence and it can be derived to four dimensions which are Self- Awareness, Self-Management, Social Awareness, and Relationship Management (Zainab *et al*, 2011). It also referred as the capability to practice emotions and emotional knowledge to enhance thought and also capability to carry out correct reasoning concentrated on emotions (Mayer & Salovey, 1997).

Marc *et al* (2011) revealed that the term „emotional intelligence" was mostly unfamiliar to researchers and the general public until the best-selling trade book published which is „Emotional Intelligence: Why it can Matter More than IQ" wrote by Goleman in year 1995. The book described how scientists had discovered a connection between emotional competencies and prosocial behaviour; also declared that emotional intelligence was both an answer to the violence plaguing schools and „as powerful and at times more powerful than IQ" in predicting success in life.

Tokpam *et al* (2015) declared Emotional intelligence is an important ingredient of our personal as well as professional life. Emotions represent the way we feel and the way we react to our inner instincts and our outer surroundings, whereas emotional intelligence is the new yardstick which is increasingly applied to address a person''s wellbeing in life. Emotional intelligence is an essential factor responsible for determining success in life. Psychological wellbeing seems to play an important role in shaping the interaction between managers and employees in their work environment. In this complex scenario of organizations both public and private sectors have to manage change in an effective way.

2.8 The Relationship Between Emotional Intelligence and Team Performance

Yin *et al* (2016) has explored the team performance on academic employees in private higher education institutes in Malaysia and its relationship with the independent variable of emotional intelligence. Findings revealed that all the variables have significant relationships with team performance except use of emotions.

Zainab *et al* (2011) conveyed that emotional intelligence had good effect of team performance. Ideal emotional intelligence in working teams performed better than low emotional intelligence teams. Moreover, they identified that caution on level of emotional intelligence in work teams is suggested so that interferences can be concentrated where maximum benefits can be realized. This is supported as during the growth processes, emotional intelligence is an essential aspect dictating team performance (Birx *et al,* 2011).

According to Jordan and Lawrence (2009), emotional intelligence is an idea that associates cognition and emotion in towards better human communications, and enhance workplace behaviour specifically team performance and team behaviour.

Chen and Wu (2014) stated that emotional intelligence replicates the interpersonal relationships and impacts individual personality while proposed knowledge sharing, team conflict, and emotional intelligence as the analysed factors. It was found that emotional intelligence produced healthy consequence on team performance.

Socio economic variables which are age, income and family stage level differences are more important when we think about team work compared to emotional intelligence, as employees will not become emotional quite often. They are neither comfortable nor uncomfortable with others emotions (Srivinas, 2015).

Some studies proclaimed that greater emotional intelligence involved several concrete abilities. Jordan and Troth (2011) agreed one of it is ability to join together and control individual emotions towards better quality thinking skills. Another one is the capacity to be conscious of others" emotions (Zhang & Wang, 2011).

Baruch and Lin (2012) agreed that if a team has members with high emotional intelligence, success of knowledge sharing are better because of their common understanding among them as it boost them to distribute their acquaintance to each other. Thus, act as a predictor to team performance which could aid in problem solving and contributes to team performance.

2.9   Conflicts

According to Nguyen and Thanth (2013), conflict is a natural part of social presence and appears to be a reality for people doing tasks together. It is also referred as a confrontation between one or more parties (Miller, 2005)

Conflicts in work teams were originated from misperception about roles, conflicting personalities, poorly run meetings, and private agendas, (Levi, 2001). Claire (2008) defined conflict on teams is as a state of disharmony or antagonism, or mean a struggle because of opposing views, needs, or beliefs, or mutually exclusive requirements.

Muhammad and Fatima (2011) revealed sources of conflicts and the consequences which some of them are induced stress, personality traits, lower job satisfaction, task interdependence and also dependence on scarce resources. All of the sources lead to conflicts that results to low morale, reduced productivity, quality problems, trust deficit, and damaged management credibility.

Conflict might be the result of individual or group expression of resentments and discontents. Conflict within organizations can be classified into four categories which are Interpersonal conflict, Intrapersonal conflict, Intergroup conflict, and Intragroup conflict. Intragroup conflict arises among individuals within a group. It can primarily occur due to misinterpretations and ruthless conduct within a group. (Khaleda & Aleya, 2017).

Management are duty bound to resolve conflict properly for the sake of increasing organizational performance, because the outcome of such action will result in good communication, time management, good cooperation and increase corporate productivity (Obasan, 2011).

2.10 The Relationship Between Conflicts and Team Performance

Chen and Wu (2014) proposed team conflict instigated a negative influence on team performance. At the same time, the groups consisting only of control personality types had less procedural conflict and more procedural conflict may occur if vice versa (Mansfield *et al*, 2012). It can be said that the bigger size of team, the higher possibility of conflicts may happen. However, a research made by Mao *et al* (2016) claimed that increasing team size individuals in teams will enhance collaboration more in handling complex task. The largest teams outperformed an equivalent number of independent workers due to the advancement of collective intelligent matters in solving practical problems.

Nguyen and Thanth (2013) stated that in order to have better team performance, conflict management is a need and cultural knowledge was also may affect multicultural team management successfulness at the same time. In aiming to define multicultural team and conflicts, it also recorded that the majority managers involved agreed knowledge that communication abilities of diverse cultural backgrounds are some of the most main matters for forming a high performance team especially multicultural backgrounds.

Diverse team composition may affect team performance. Precisely, complex diversity in values also relationship conflicts lead to less of team performance. However, better result occurs whenever higher degree of diversity in profession backgrounds, education, and task conflicts exists (Song, 2013). Not only that, improvement on task conflicts while reduce relationship conflicts may enhance team performance.

Team tenure and team performance is not mediated by any type of conflict. It

was also indicated by Glaap (2011) that negative relationship exists between type of conflicts and team performance. It was proven that task conflict, relational conflicts, and also status conflicts influences team performance in a negative way which is higher levels of task conflict results to lack performance. This is because of conflicting information, viewpoints and insight, creates slow performance in team. At the meantime, hesitation to share information and knowledge due to relational conflicts will also results to performance losses.

It has been clarified by Bendersky and Hays (2010) that status conflicts are negatively related to team performance results in withholding information, competitive exchanges, and resulted in less information sharing.

However, Chen and Wu (2014) proposed knowledge sharing, team conflict, and emotional intelligence as the analysed factors. It was found that team conflict caused a bad implication on team performance.

Higher task conflicts among teammates result in higher team performance but higher relationship conflicts bring on lower team performance (Song, 2013). Not only that, improvement on task conflicts while reduce relationship conflicts may enhance team performance.

2.11 Summary

This chapter has signifies literatures relating to various studies on Team Performance. It is found there were many factors of Team Performance but for this research, it concentrates on four aspects which are communication, conflicts, emotional intelligence and leadership. These independent variables are more suitable on the population selected.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Inroduction

This chapter explains the details on the research design, population and sample, operational definition, as well as a detailed discussion on the measurement and instrument used, the procedure used in data analysis, data collection, the reliability analysis of the dimension and the result of pre testing conducting for the research

3.2 Research framework

According to the research problem mentioned in this study, a research framework is developed with keeping in knowledge the past literature. The major reason is to study a research framework that can improve the understanding on the effect of the factors on team performance in Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA). It highlights the relationship of independent variables namely, Communication, Emotional Intelligence, and Conflicts with team performance as dependent variable.

Figure 3.1 is the research model for this research which demonstrates the concepts of factors that are going to be tested that influence team performance in Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA). The individual factors are also known as the drivers of team performance. There are set of workplace features that, in combination are crucial to fostering team performance. Thus, it is important to recognize the main factors that can improve teams in Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA).

Figure 3.1: Research Framework
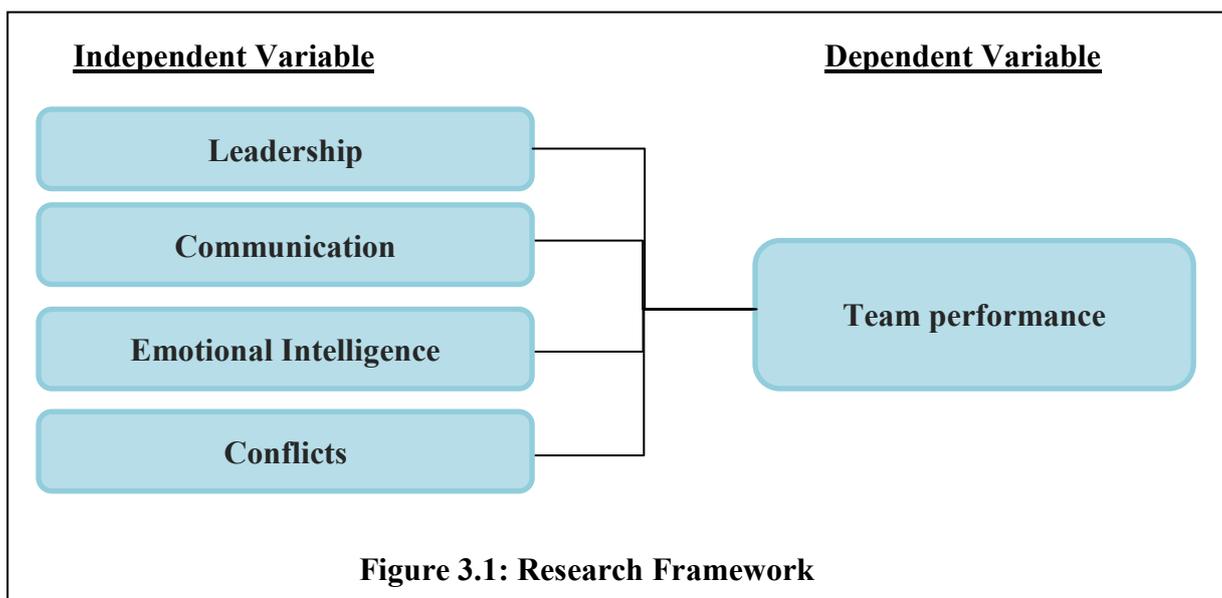
3.2.1 Independent Variables

The variable which is independent in the nature and previously researched by the researcher and subsequently causing an effect of dependent variable knows an independent variable (Cooper & Schindler, 2008). This study examined three (4) independent variables namely:-

a) Leadership

b) Communication

c) Emotional Intelligence

d) Conflicts

3.2.2 Dependent Variables

The Variable which needs to be measured, observed or predicted by researcher, anticipated by a manipulation of the independent variables known as dependent variable (Cooper & Schindler, 2008). Team performance has been chosen as the dependent variable.

Based on previous studies on team performance, 5 hypotheses are developed in this study. The hypotheses are proposed below:

Ha1: There is a significant relationship between leadership and team performance of ASWARA

Ha2: There is a significant relationship between communication and team performance of ASWARA

Ha3: There is a significant relationship between emotional intelligence and team performance of ASWARA

Ha4: There is a significant relationship between conflicts and team performance of ASWARA

Ha5: There is a significant influence between leadership, communication, emotional intelligence, and conflicts on team performance of ASWARA

3.3 Research Design

Zikmund *et al* (2010) stated that this part details the procedures and methods that are used by researcher in order to collect and analyze the required information. Research design is also a structure that help researcher to plan the movements of the research project and assist in solving problems.

This quantitative research using questionnaire as survey method to gather data was used in this research. Quantitative research is a study where the findings of the research are generally from the statistical summary and analysis. Besides that, quantitative techniques are used in this research for the purpose of data collection and data analysis. A structured questionnaire is used to help the researcher in data collection. The collected data from the distribution of questionnaires are then

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analysed by the researcher followed by generalized results to the entire population.

This study is a correlation research based to its nature that includes independent variables. The independent variables might combine towards the team performance.

3.4 Sources of data

3.4.1 Primary data

To acquire the data, dissemination of questionnaire to the employees of Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA) has been done. The intention of the questionnaire is to get information from respondents. Plus, the information is also required to understand the contributors that influence team performance in Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA).

3.4.2 Secondary data

The secondary data motive is needed obtaining more information that could support the primary data. It strengthens the information besides assists the researcher to understand the primary data accurately. Meanwhile, it provides a comprehension to the researcher on the subject matters from different viewpoint. The researcher collected the secondary data from Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA) annual reports, website, various articles and journals from previous studies, magazines, newspapers and official reports from National Audit Department and many more which are relevant and able to support this research.

3.5 Operational Definition

This definition is referred only for this research purposes. There are:

3.5.1   Team performance

Team performance concerns the completion of activities and tasks needed of a group Teams are formed with individuals that can work together and boost each other"s performance. Besides efficiencies, the variable of effectiveness is one of the characteristics of team performance. Efficiency is the adherence to schedules and budgets while effectiveness is the extent of teams" attainment which relative to the result quality (Ahmed, 2016). Team performance can be assessed by how effectiveness it is. Hence, the contrast between anticipated and real productivity is reflected by the effectiveness (Hoegl *et al*, 2003).

3.5.2   Leadership

A dynamic process is which one person influences others to contribute to the accomplishment of the group task (Amin, 2014). Leadership is a practice of an individual influences on group of people to attain a same aim (Northouse, 2009).

3.5.3   Communication

Communication refers to the trade of info in a team, extensively with quality in term of frequency in how team communicate, formalization in term of planning and timing before the information occur such examples scheduled meetings, written status reports, structure and openness of information exchange the quality of communication, and it provides channel through which information and knowledge can be evaluated and activities can be coordinated (Hoegl & Gemuenden, 2001).

3.5.4 Emotional Intelligence

It is referred as the capability to practice emotions and emotional knowledge to enhance thought and also capability to carry out correct reasoning concentrated on emotions (Mayer & Salovey, 1997). Its main focus has to do with reasoning regarding emotions and the exercise of emotions to enhance thought.

3.5.5 Conflicts

According to Nguyen and Thanth (2013), conflict is a natural part of social presence and appears to be a reality for people doing tasks together. It is also referred as a confrontation between one or more parties (Miller, 2005). Conflicts in work teams were originated from misperception about roles, conflicting personalities, poorly run meetings, and private agendas (Levi, 2001).

3.6 Measurement of variables/ Instrumentation

3.6.1 Dependent variable

The main interest to researcher is the dependent variable which is team performance of Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA) employees. It also has been known as criterion variable.

3.6.2 Independent variables

The independent variables in this study are leadership, communication, emotional intelligence, and conflicts. Those are the variables that effect the dependent variable positively or negatively.

3.6.3 Instrumentation

Data has been collected through the distribution of questionnaire via hard soft copy to the respondents through Human Resource department email. It is planned to identify the carters that contribute to team performance of Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA). However, researcher created back-up plan if the responds gained is not good that hard copy may be given through face to face meeting session with respondents.

The main benefit of this method is the researcher can collect all the completed responses within a short period of time. Plus, it gives chances to introduce the research topic and to encourage the respondents to give their honest answers. Any uncertainty that the respondents might have can be clarified at the same time. It is also less costing and less time usage.

Nnenna (2011) revealed that the disadvantage of questionnaire is the researcher can only obtain answers from the questions asked. The researcher does not have control over respondent's interpretation, and there might be a low response rate and uncertainty about who actually have completed the questionnaire or have not.

3.6.4 Questionnaire Design

The questionnaire that used in this research contains five (6) sections which are section A, B, C, D, E, and F. Section A comprises of the questions to collect the information on the profile of the respondents such are gender, age, job category, department and length of service. Meanwhile in Section B, C, D E, and F, the respondents required to answer the questions which are relied on dependent and independent variables. These sections allowed the relationship between independent and dependent variables.

Table 3.1:
Design of Questionnaire

Section	Variables	Number of Items
Demographic Information		
A	• Job Category • Length of Service in ASWARA. • Gender • Age	4
Dependent Variables		
B	Team Performance	5
Independent Variables		
C	Leadership	4
D	Communication	5
E	Emotional Intelligence	4
F	Conflicts	5

Table 3.1 shows the questionnaire design of the research which consist the following:

Section A (Respondent Background)

Section A comprises of the questions to collect the information about the profile of the respondent which are gender, age, job category, department and length of service with Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA).

The scale measurement used for this section was nominal scale as the most basic and simplest level in measurement scales. The respondents are required to fill up the provided answer in questionnaire by circling or ticking the selected answer. However, the provided answers were not representing any ranking and quantities. Nominal scale also allows the researcher to design the questionnaire by assigning a value to a subject for identification and classification purpose for example name and gender (Zikmund *et al*, 2010). Below is the example of the question that was

available in this questionnaire:

Gender: ☐ Male ☐ Female

Section B (Team Performance)

Section B measures the level of engagement with statements pertaining to team performance. Statements are „The team delivers quality work.", „The team is highly effective.", „The team performs duties accurately and consistently", „The team is highly effective at implementing solutions to problems on the line", „The quality of team"s output is very high".

Section C – Leadership

This section comprises of 4 items statement with regards to leadership. Statements are „Members of my team talk about how trusting each other can help overcome difficulties.", „Members of my team emphasize the importance of being committed to our beliefs.", „Members of my team envision exciting new possibilities.", „Members of my team work out agreements about what is expected from each other".

Section D – Communication

This section comprises of 5-items statement with regards to communication, such as , „There is frequent communication within team", „Team members communicate often in spontaneous meeting, phone conversations, etc", „Team members are happy with timeliness in which they received information from other team members", Team members are happy with the accuracy in which they received information from other team members", „Team members are happy with the usefulness in which they received information from other team members".

Section E – Emotional Intelligence

This section comprises of 4-items statement with regards to emotional intelligence, such as „I have good understanding of my own emotions", „I am sensitive to the feelings and emotion of others", „I am motivated to do task without needing pressure from others", „I am able to control my temper and handle difficulties wisely".

Section F – Conflicts

This section comprises of 5-items statement with regards to conflicts, such as „We often have different views and ideas on the topics we discuss in the team", „Team meetings frequently include a healthy exchange of opinions", „In our team we often challenge each other's opinions", „There are members of team who do not work well together", „There are personal conflicts between some members of the team".

Likert scale were used for Section B, C, D and E in responses to various items that measure a variable can be tapped on 5 points scale which can thereafter be summated across the item. The scale below show the measure used in the Likert scale with score from 1 to 5 (Sekaran, 2003). It shown as follows:

1	2	3	4	5
Strongly disagree	**Disagree**	**Uncertain**	**Agree**	**Strongly agree**

Example:

Statement	**Strongly disagree**	**Disagree**	**Uncertain**	**Agree**	**Strongly agree**
Project goals are met.	**1**	**2**	**3**	**4**	**5**

Table 3.2:

Summary of Sources of Researched Variables Measurement

Variable	Items	Scales	Sources
Team Performance	5	Five-point Likert scale	(Pearce & Sims, 2002;Nicole, 2015)
Leadership	4	Five-point Likert scale	(Tak, 2012: Jung *et al*, 2002)
Communication	5	Five-point Likert scale	(Liang *et al*, 2012;Ahmed, 2016)
Emotional Intelligence	4	Five-point Likert scale	(Yin *et al*, 2016; Zainab *et al*, 2011)
Confllicts	5	Five-point Likert scale	(Rabecca,2015;Jehn 1995)

Table 3.2 shows the summary of the sources of variable measurement used for in this study. It is adapted from the several authors or scholars in the previous study. There are 23 items which cover the 5 variables that has been used to achieve the objective of this study. All of the variables use 5 point likert scale as a variable of measurement.

3.6.5 Pilot test

The test is such a mini version of data collection before the final data collection commences to test for validity and reliability. Validity verification and reliability of a methodology is a fundamental part of research (Morse *et al*, 2002). This test is able to reduce the failure risks of the research as it assists researchers to find out if there is anything inaccurate with the survey before they proceed further (Van & Hundley, 2001). Researcher uses Cronbach''s Alpha Coefficient to measure the internal consistency of the scale. Complimentary result must be more than 0.6 for a scale to be considered as reliable and valid (Devellis, 2003).

Table 3.3:
Reliability Analysis for Pilot Study

	Factors	No. of Items	Cronbach's Alpha
(I)	Team performance	5	0.939
(II)	Leadership	4	0.907
(III)	Communication	5	0.915
(IV)	Emotional Intelligence	4	0.718
(V)	Conflicts	5	0.683

The pilot test was done on a sample of 30 employees using a convenience sample. The Cronbach"s Alpha result is as shown in Table 3.3. All scales have Cronbach"s Alpha Coefficients score of 0.6 and above which signifies that the scales are reliable and valid.

3.7 Data Collection

3.7.1 Population and Sampling of the Study

According to Hair *et al* (2006), the definition of target population was a specified group of population which the researchers are concerned to collect data from them. For this research, the target population was all employees of Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA) in Kuala Lumpur as presented Table 3.4 below.

Table 3.4:
Total employees of non-academicians in ASWARA

Job Category	Number of personnel
Supervisory	73
Clerical	78
Total	150

Table 3.5:

Determining of Sample Size (Krejcie & Morgan, 1970)

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Source: Krejcie and Morgan 1970

The total population of employees in Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA) is 150. Therefore, based on the recommended sample size (S) shown in Table 3.5, the total number of respondent for this research is 114 and then questionnaires were prepared and disseminated to the respondents as Krejcie and Morgan table in determining the sample size.

3.7.2 Sampling Technique

Based on the sampling of the population is adopted from Krejcie and Morgan (1970), the sample size must be not less than 108 for since the population of this study is 150 employees. Therefore, the sample size of 114 employees has been selected to represent the whole population found to be adequate. The execution of

sampling method used systematic random sampling technique. This sampling method is easy to select the sample needed.

Table 3.6
Total Respondent And Job Category

Job Category	Total of Respondent
Supervisory	61
Clerical	53
Total	114

3.7.3   Data Collection Procedures

Data was collected mainly from primary source. Structured questionnaire was used for primary data collection from the selected employees at Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA). Approval for data collection was obtained from the top management. Memos were sent out to the respective head of department explaining the purpose of the research. Head of department will randomly distribute the questionnaire to their staff based on the number that has been assigned by the researcher.

The process of distribution was in 2 weeks period. The targeted respondents have given a good feedback in answering the questionnaire. Hence, 100 percent questionnaires were collected.

Questionnaire distributed among respondents through hard copy. The questionnaire lets the response from the respondents in unbiased approach, standard way, and objective oriented. The use of questionnaire was also a simple and effective research tool besides enable the information to be presented in a numeric way (Zikmund *et al.*, 2010). Some of the advantages of using questionnaires were cost-effective, can be completed easily and faster.

Respondents need to answer the question about personal attitudes and beliefs. Therefore, by using questionnaire, they can express their perception and feeling freely compared to using interview method. However, distribution of questionnaire has also several limitations such as passive attitude of respondents, lack of cooperation, and non-attendance.

3.8 Techniques of Data Analysis

Four (4) techniques of data analysis were used to analyze the data using Statistical Package for Social Sciences (SPSS) version 22.0. The data analysis techniques were descriptive statistics, reliability test, multiple regression analysis, and Pearson's correlation analysis

Factor analysis were not been used as should be conducted if the minimum number of respondents is 300. Since the present study has 150 respondents, it was deemed non-adequate to conduct factor analysis (Field, 2005). Thus, the researched was straight away with descriptive statistics.

Descriptive statistics are mean, percentages and standard deviation used to present the results that obtained from the respondents. It is further analyzed by performing reliability test to check the reliability of the variables. Then, Pearson Correlation Coefficient analysis were carried out in order to find out whether there are significant relationships among the independent variables and dependent variable or not. Lastly, Multiple Regression Analysis is used to determine the most main factor impacts the dependent variable.

3.8.1 Descriptive Statistics

Groenewald (2010) discussed that descriptive analysis is transforming the raw data into statistic that can easily to understand before reorganizing, interpreting, ordering and manipulating them into structured descriptive information.

Descriptive statistics are used to explain the basic features of a collection of data quantitatively. It distinguished from inferential statistics. The objective is to summarize a data set quantitatively devoid of employing a probabilistic formulation, rather than to supporting inferential statements about the population that the data are thought to represent.

In this study, the researcher used frequencies and percentages of tables and graphics for the purpose of illustrate the descriptive statistics. Additionally, the fields that were tested in this research included gender, age, job category, department, and length of service.

3.8.2 Reliability analysis

The Cronbach"s Alpha analysis was used to acknowledge the reliability. The closer the Alpha to 1 indicated the higher the internal consistency reliability (Sekaran, 2003).

Table 3.7:
Reliability Scores Interpretation

Cronbach's Alpha coefficient range	Strength of association
< 0.6	Poor
0.6 < 0.7	Moderate
0.7 to < 0.8	Good
0.8 to < 0.9	Very Good
> 0.9	Excellent

Source: Mahlangu and Kruger (2015)

3.8.3   Mean analysis

Mean analysis is to determine the average of the data. This analysis will use to test the first objective of this study. This is to gain the mean statistics for the Team performance as the dependent variables.Table 3.8 shows the score of the SPSS result.

Table 3.8:
Mean Score Interpretation

Mean Score	Interpretation
1.00-1.80	Very Low
1.81 – 2.60	Low
2.61 -3.20	Medium
3.21 – 4.20	High
4.21 – 5.00	Very High

Source: Izham et al (2016)

3.8.4   Pearson Correlation analysis

According to Zikmund *et al* (2010), Pearson's correlation analysis can describe the degree of a variable that related to others. Therefore, Pearson's correlation analysis can be utilized to determine the strength and direction of linear relationship between two variables.

Pearson correlation is to measure the relationship between team performance and four independent variables (leadership, communication, emotional intelligence, and conflicts). The higher the correlation coefficient, the high level of affiliation exists. Table 3.9 shows the rule of coefficient range.

Table 3.9:
Coefficient Range Interpretation

Coefficient range	Strength of the association
$\pm$ 0.91 – 01.00	Very strong
$\pm$ 0.71 – 0.90	High
$\pm$ 0.41 – 0.70	Moderate
$\pm$ 0.21 – 0.40	Small, but definite relationship
$\pm$ 0.00 – 0.20	Slight, almost negligible

Source: Mahlangu and Kruger (2015)

3.8.5 Multiple Regression Analysis

This method is to recognise and specify the most dominant factor of independent variables that gives impact towards dependent variable. The most dominant dimension had shown the largest beta (β) value. It can also be well-defined as a set of independent variables which describe the variance proportion in a dependent variable at a significant level hence set up the relative predictive importance of independent variables.

Garson (2010) convinced that the larger the value of the correlation, the closer the scores will fall to the regression line and it would yield a more accurate forecast. Associated with multiple regressions is multiple correlations (R^2), it means that the dependent variable's variance (%) can be explained by all of the independent variables.

Data would be collected on all the independent variables which were Leadership, Emotional Intelligence, Communication, and Conflicts while the dependent variable is Team Performance. This is to explore the most significant variables that affected Team Performance. The below equation used to show the relationship of all variables with Team Performance:

Team Performance = a + b1 (Leadership) + b2 (Communication) + b3 (Emotional Intelligence) + b4 (Conflicts)

Lastly, frequency distribution is being done to get a count of number of responses associated with different values of one variable and to convey these counts into percentage terms.

3.9 Summary

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Researcher believed that the upcoming results may get interpreted accordingly as the guide given from previous study. Researcher also aware that the result may show different nature than other researchers but it may contribute other side of views.

CHAPTER 4: RESULTS AND DISCUSSION

4.1 Introduction

Chapter four described and discussed the results of data collection. It presents the results of the research objectives in Chapter 1. It includes demographic analysis, descriptive analysis, mean analysis, correlation and regression analysis.

4.2 Data Processing

4.2.1 Data Coding

Data from questionnaire for five variables which are team performance, leadership, communication, emotional intelligence, and conflicts are coded to reduce the quantity of information. Table 4.1 showed the coding of the variables.

Table 4.1
Variables Coding

Independent and Dependent Variables	
Variables	**Items**
Team Performance (TP)	TP1: The team delivers quality work.
	TP2: The team is highly effective
	TP3: The team performs duties accurately and consistently
	TP4: The team is highly effective at implementing solutions to problems on the line
	TP5: The quality of team‟s output is very high
Leadership (LD)	LD1: Members of my team talk about how trusting each other can help overcome difficulties
	LD2: Members of my team emphasize the importance of being committed to our beliefs
	LD3: Members of my team envision exciting new possibilities
	LD4: Members of my team work out agreements about what is expected from each other
Communication (CM)	CM1: There is frequent communication within team
	CM2: Team members communicate often in spontaneous meeting, phone conversations

	CM3: Team members are happy with timeliness in which they received information from other team members
	CM4: Team members are happy with accuracy in which they received information from other team members
	CM5: Team members are happy with usefulness in which they received information from other team members
Emotional Intelligence (EI)	EI1: I have good understanding of my own emotions
	EI2: I am sensitive to the feelings and emotion of others
	EI3: I am motivated to do task without needing pressure from others
	EI4: I am able to control my temper and handle difficulties wisely
Conflicts (CF)	CF1: We often have different views and ideas on the topics we discuss in the team
	CF2: Team meetings frequently include a healthy exchange of opinions
	CF3: In our team we often challenge each other's opinions
	CF4: There are members of the team who do not work well together
	CF5: There are personal conflicts between some members of the team

Demographic Information

Variable	Value	Items
Job Category	1	Supervisory
	2	Clerical
Length of Service	1	Less than 1 year
	2	1-10 years
	3	11-20 years
	4	21-30 years
	5	31-40 years
Age	1	18-25 years old
	2	26-35 years old
	3	36-45 years old
	4	46-55 years old
	5	56-65 years old
Gender	1	Male
	2	Female

4.2.2 Data Recoding

Table 4.2
Re-coded Variables

Variable	Value	Items
TP	Total Average Score of Team Performance	(TP1+TP2+ TP3+TP4+TP5)/5
LD	Total Average Score of Leadership	(LD1+ LD2+ LD3+LD4)/4
CM	Total Average Score of Communication	(CM1+CM2+CM3+CM4+CM5)/5
EI	Total Average Score of Emotional Intelligence	(EI1+EI2+EI3+EI4)/4
CF	Total Average Score of Conflicts	(CF1+CF2+CF3+CF4+CF5)/5

4.2.3 Data Entry

All the variables data entered are coded accordingly into the Statistical Package for Social Sciences Software (SPSS). One hundred and fifty of the questionnaires were distributed to the targeted respondents. After one week, 114 questionnaires were received from the number of 150 questionnaires that supposed number of questionnaire that should be received is108 (Krejcie & Morgan, 1970). But, since 114 were received, therefore, the amount of respondents participated is acceptable. The incomplete and void questionnaire considered as unacceptable was removed.

4.3 Scale of Measurement

4.3.1 Reliability Test

This test is to identify the internal stability and validity of the instruments used in the study. The reliability tested the five variables such as Team Performance, Leadership, Communication, Emotional Intelligence, and Conflicts. The values that range between 0.7 and above are considered reliable and for values below than 0.6 are considered as weak. Table 4.3 showed the results of the reliability test as follows:

Table 4.3
Cronbach Alpha Scores

Variables	No. of Items	Cronbach's Alpha	
		Pilot test	**Main Study**
Team Performance (TP)	5	0.939	0.959
Leadership (LD)	4	0.907	0.940
Communication (CM)	5	0.915	0.945
Emotional Intelligence (EI)	4	0.718	0.778
Conflicts (CF)	5	0.683	0.419

Table 4.3 showed the results of current Cronbach Alpha. The Cronbach alpha value for Team Performance is 0.959 which means the score is excellent. Next, the alpha values for Leadership is 0.940 which means the score is excellent. Communication score is 0.945 which means the score is excellent. Emotional Intelligence score is 0.778 which means the score is very good. However, Conflicts score is below than 0.6 which considered as weak while the rest are acceptable that contradicts to pilot test result.

4.3.2 Validity Test

The validity of this study is examined by tests that are as follows:

a) Content validity

The factor analysis cannot be conducted because the number of respondents was less than three hundred. The research conducted reliability and validity tests to see the reliability and validity of the instruments.

4.4 Testing the Research Data

4.4.1 Normality Test

In the normality distribution, all variables scores must in range of less than -2 and +2 of Skewness and Kurtosis which indicates the normality of the data (Sheridan, 2013). Table 4.4 shows all the variables are normally distributed.

Table 4.4
Result of Skewness and Kurtosis for every variable

Variables	Range		Conclusion
	Skewness	**Kurtosis**	
Leadership (IV)	-1.000	1.979	Normal
Communication (IV)	-1.003	1.708	Normal
Emotional Intelligence (IV)	-0.220	-0.474	Normal
Conflicts (IV)	-0.157	2.294	Normal
Team Performance (DV)	-0.518	0.305	Normal

4.5 Descriptive Analysis

4.5.1 Demographic variables

The descriptive analysis analyses the information about the respondent profile. This study covered the 114 of the respondent that were obtained from Akademi Seni Budaya dan Warisan Kebangsaan (ASWARA).

Table 4.5
Summary of all demographical factors

No	Characteristics		Frequency	Percentage
1	Job Category	Supervisory	61	53.5
		Clerical	53	46.5
		Total	114	100.00
2	Length of service	< 1	6	5.3
		1-10	80	70.2
		11-20	25	21.9

		21-30	2	1.8
		31-40	1	0.9
		Total	114	100.00
3	Age	18-25	5	4.4
		26-35	50	43.9
		36-45	40	35.1
		46-55	12	10.5
		56-65	7	6.1
		Total	114	100.00
4	Gender	Male	58	50.9
		Female	56	49.1
		Total	114	100.0

Table 4.5 showed 61(53.5%) are management category and the total of 53 (46.5%) are non-management category. Most of the employees that have been working there for 1 to 10 years which is 70 % of them, followed by 11- 20 years with 21.9 %, less than 1 year is 5.3 %, 21-30 years with 1.8 %, and the least is 31 years and above with 0.9 %. Whereas the majority of the age group of employees is in the age of 26-35 years old which is 43.9 % followed by 36-45 which are 35.1 %, the age 46 and above is 10.5 %, 6.1 % from age between 56-65 years old, and the least is 18-25 years old with 4.4%. While in term of gender, 58 (50.9 %) are male respondents and the total of 56 (49.1 %) are female.

4.5.2 Mean's Test

This analysis exhibits the mean values, standard deviations, internal consistencies and correlation of the variables. The analysis allows the researchers in making some assumptions and general observations of the results. It is done for the dependent variable and independent variable. Table 4.5 shown the results as follows:

Table 4.6
Item and Grand Mean

Variable and items	Mean	Ranking
Team Performance (TP)		
The team delivers quality work.	4.04	2
The team is highly effective	4.03	3
The team performs duties accurately and consistently	4.05	1
The team is highly effective at implementing solutions to problems on the line	4.01	4
The quality of team"s output is very high	3.99	5
Grand mean	**4.02**	
Leadership (LD)		
Members of my team talk about how trusting each other can help overcome difficulties	3.86	1
Members of my team emphasize the importance of being committed to our beliefs	3.86	1
Members of my team envision exciting new possibilities	3.75	3
Members of my team work out agreements about what is expected from each other	3.76	2
Grand mean	**3.81**	
Communication (CM)		
There is frequent communication within team	4.11	2
Team members communicate often in spontaneous meeting, phone conversations	4.17	1
Team members are happy with timeliness in which they received information from other team members	3.86	3
Team members are happy with accuracy in which they received information from other team members	3.82	4
Team members are happy with usefulness in which they received information from other team members	3.86	3
Grand mean	3.96	
Emotional Intelligence (EI)		
I have good understanding of my own emotions	4.39	1
I am sensitive to the feelings and emotion of others	4.17	4
I am motivated to do task without needing pressure from others	4.33	2
I am able to control my temper and handle difficulties wisely	4.32	3
Grand mean	**4.30**	
Conflicts (CF)		

We often have different views and ideas on the topics we discuss in the team	3.81	2
Team meetings frequently include a healthy exchange of opinions	3.82	1
In our team we often challenge each other's opinions	3.78	3
There are members of the team who do not work well together	3.04	4
There are personal conflicts between some members of the team	2.90	5
Grand mean	**3.47**	

Based on the Table 4.6, regarding Team Performance (TP), the highest score is from the statements of "The team performs duties accurately and consistently" with 4.05 followed by "The team delivers quality work" which score 4.044. The statement of "The team is highly effective" is the third rank with 4.035 as the score followed by "The team is highly effective at implementing solutions to problems on the line" with 4.01 score. The least score is from the statement of "The quality of team's output is very high" which 3.99. The result for grand mean of five items in Team Performance (TP) is calculated as 4.03. This means that level of team performance in ASWARA is very high..

According to Table 4.5 above, it shows the mean score and grand mean for each variable. For Leadership (LD), the mean for statement "Members of my team talk about how trusting each other can help overcome difficulties" and "Members of my team emphasize the importance of being committed to our beliefs" are 3.86 which made up the highest mean score. Then followed by the statement of "Members of my team work out agreements about what is expected from each other" which the mean score is 3.76. Subsequently, the last rank is by the statement of "Members of my team envision exciting new possibilities". The result for grand mean of four

items in Leadership (LD) is calculated as 3.76. This means that leadership in ASWARA is high. This means that leadership is very important because adjustment on leaders on their styles and skills will contribute to higher performance.

As shown in Table 4.5, for Communication (CC), the statement of "Team members communicate often in spontaneous meeting, phone conversations" scored the highest mean score which is 4.17. The statement of "There is frequent communication within team" is the second highest rank. Meanwhile, statement of "Team members are happy with timeliness in which they received information from other team members" and "Team members are happy with usefulness in which they received information from other team members" are the third ranked mean which is 3.863 and 3.86 respectively. The lowest mean score is the "Team members are happy with accuracy in which they received information from other team members" as 3.82. The result for grand mean of five items in Communication (CM) is calculated as 3.96 which mean that level of communication is high. Researcher believed that communication can be optimised in its best capacity in ASWARA to encourage maximum team performance.

In addition, the result of mean score for Emotional Intelligence (EI) shows that the statement of "I have good understanding of my own emotions" obtained the highest mean score which is 4.39. Subsequently, the statement of "My I am motivated to do task without needing pressure from others" and "I am able to control my temper and handle difficulties wisely" is ranked as the second and third-ranked mean score which is 4.33 and 4.32. Lastly, the lowest mean score goes to the statement of "I am sensitive to the feelings and emotion of others" which is 4.17. The result for grand mean of four items in Emotional Intelligence (EI) is calculated as 4.30 which mean that emotional intelligence in ASWARA is very high too.

Emotional intelligence should be acknowledged in ASWARA by top management to their employees so that ensure current team performance maintained.

Finally, the results of mean score for Conflicts (CF) are also calculated. The statement of "Team meetings frequently include a healthy exchange of opinions" has the highest mean score which is 3.82. Meanwhile, the statement of "We often have different views and ideas on the topics we discuss in the team" is ranked as the second highest mean score which is 3.81. The statement that ranked in third and fourth-ranked is the statement of "In our team we often challenge each other"s opinions" and "There are members of the team who do not work well together" with mean score 3.78 and 3.04 respectively. Lastly, the statement of "There are personal conflicts between some members of the team" is in the last ranked with mean score 2.90. The result for grand mean of five items in Conflicts (CF) is calculated as 3.47 which mean degree conflicts occurrence is medium. This means that management otherwise has to control the level to not be high even though it may not influence team performance significantly.

4.6 INFERENTIAL ANALYSIS (HYPOTHESIS TESTING)

To see the relationship between each variable, the researcher has developed five hypotheses 1,2,3,4 and 5 as follows.

Ha1: There is a significant relationship between leadership and team performance in Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA)

Ha2: There is a significant relationship between communication and team performance in Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA)

Ha3: There is a significant relationship between emotional intelligence and team performance in Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA)

Ha4: There is a significant relationship between conflicts and team performance in Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA)

Ha5: There is a significant influence between leadership, communication, emotional intelligence, and conflicts on team performance in Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA)

In this study, all five hypotheses are tested using inferential statistics. For the relationship of between IV and DV (Hypothesis 1 to 4) researcher tested using Pearson Correlation. Next, the effect of IV and DV (Hypothesis 5) researcher has tested by using linear regression.

4.6.1 Use of Pearson Correlation Analysis

Table 4.7
The Result of Pearson correlation analysis

	Team Performance	Leadership	Communication	Emotional Intelligence	Conflicts
Team Performance Sig.(2 tailed)	1	.791** .000	.753** .000	.458** .000	.210* .025
Leadership Sig.(2 tailed)	.791** .000	1	.846** .000	.365** .000	.136 .150
Communication Sig.(2 tailed)	.753** .000	.846** .000	1	.366** .000	.124 .190
Emotional Intelligence Sig.(2 tailed)	.458** .000	.365** .000	.366** .000	1	.249** .008
Conflicts Sig.(2 tailed)	.210* .025	.136 .150	.124 .190	.249** .008	1

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

This analysis is used for the hypothesis 1 to 4. Pearson correlation is to measure on how much the scores of the two variables vary together (Hinton, 2014). This test is to see the results of each relationship of variables which are leadership, communication, emotional intelligence and conflicts with team performance. Table 4.7 is referred.

Hypothesis 1

Hypothesis 1 is stated as follows:

Ha1: There is a significant relationship between leadership and team performance in Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA)

Table 4.8
Correlation between leadership and team performance

		TP
LD	Person Correlation	.791**
	Sig. (2-tailed)	.000

Table 4.8 showed the results of the analysis and there is a significant relationship between Leadership and Team Performance. The value of r = 0.791, p <0.01 showed a positive and moderate relationship with team peformance.

Hypothesis 2

Hypothesis 2 is stated as follows:

Ha2: There is a significant relationship between communication and team performance in Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA)

Table 4.9
Correlation between Communication and team performance

		TP
CM	Pearson Correlation	.753**
	Sig.(2-tailed)	.000

Table 4.9 shows the results of the analysis that there is a relationship between Communication and Team Performance. The value of r = 0.753, p <0.01 prove a

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positive and moderate relationship with team performance. This shows that relationship between Communication and Team Performance is significant.

Hypothesis 3

Hypothesis 3 is as follows:

Ha3: There is a significant relationship between emotional intelligence and team performance in Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA)

Table 4.10
Correlation between emotional intelligence and team performance

		TP
EI	Pearson Correlation Sig.(2-tailed)	.458** .000

Table 4.10 shows the results of the analysis that relationship between Emotional Intelligence and Team Performance is significant. The value of r = 0.458, p <0.01 shows a positive and moderate relationship with team performance.

Hypothesis 4

Hypothesis 4 is stated as follows:

Ha4: There is a significant relationship between conflicts and team performance in Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA)

Table 4.11
Correlation between Conflicts and team performance

		TP
CF	Pearson Correlation Sig.(2-tailed)	.210* 0.025

Table 4.11 shows the results of the analysis that there is a significant relationship between Conflicts and Team Performance. The value of r = .210*, p <0.05 shows a positive and low relationship with team performance.

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4.6.2 Multiple Regression

This statistical technique is to test the best relationship of dependent variables from the independent variables (Coakes, 2013). The high score of Beta value results the major effect influencing the dependent variables. This test will be used on Ha5.

Table 4.12
Summary of R values

Model	R	R Square	Adjusted R Square	Change Statistics		
				R Square Change	F Change	Sig. F Change
1	.826a	.683	.671	.683	58.671	.000

a. Predictors: (Constant) Leadership, Communication, Emotional Intelligence and Confllicts.
b. Dependent Variable: Team Performance

Referring to the model summary in Table 4.12, R Square value = 0.683 which means the variables of this study only explained 68.3% of the disparity in the dependent variable. Then, the adjusted R Square value is 0.671 which are all the dimensions contributed only 67.1% of team performance. The remaining 32.9% were contributed by other factors that are not included in this study.

Table 4.13
Analysis of Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig. (p-value)
1	Regression	1108.907	4	277.227	58.671	.000 [b]
	Residual	515.032	109	4.725		
Total		1623.939	113			

a. Dependent Variable: Team Performance
b. Predictors: (Constant) Leadership, Communication, Emotional Intelligence and Conflicts

Table 4.14

Multiple regression analysis

	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.
(Constant)	.379	1.922		.197	.844
Leadership	.547	.111	.503	.4938	.000
Communication	.238	.093	.260	2.555	.012
Emotional Intelligence	.298	.110	.163	2.721	.008
Conflicts	0.88	.071	.069	1.243	.216

a. Dependent Variable

Hypothesis 5

Hypothesis 5 is stated as follows:

Ha5: There is a significant influence between leadership, communication, emotional intelligence, and conflicts on team performance in Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA)

Table 4.14 reflects the result of regression analysis on all four variables of team performances is significant at R Square= 0.683, F=58.671, P< 0.05. Only three variables are significant with p-value < 0.05 they are leadership, communication and emotional intelligence. The most significant factor is leadership which followed by Emotional Intelligence and Communication subsequently. The variable that was not significant is conflicts since its p-value is 0.216. Thus, only three variables which are leadership, communication and emotional intelligence have effect on team performance.

Table 4.15 shows the summary of the hypotheses results.

Table 4.15

Summary of the Hypotheses Results

No.	IV	Hypotheses Statement	Results
H1:	LD	There is a significant relationship between leadership and team Performance	p-value=.0.791, Accepted
H2:	CM	There is a significant relationship between communication and team performance	p-value=.0.753, Accepted
H3:	EI	There is a significant relationship between emotional intelligence and team performance	p-value=.0.458, Accepted
H4:	CF	There is a significant relationship between conflicts and team performance	p-value=.0.210, Accepted
		There is a significant influence between leadership, communication, emotional intelligence, and conflicts on team performance.	R Square= 0.683, F=58.671, P< 0.05

4.7 Summary

All hypotheses were tested using Statistical Package for Social Science (SPSS) version 22. This study incorporated reliability test, validity test, mean test, descriptive analysis test, Pearson correlation test and multiple regression tests. The result of the reliability test, all the variables are above 60% and this shows that it is reliable to use in this study. Mean test results is 3.914 which explains that the employee Akademi Seni Budaya dan Warisan Kebangsaan (ASWARA) experiencing high level of team performance. Next, from Pearson correlation test, all the variables have a significant relationship with team performance. The regression result concluded that three out of four variables affect the team performance at the percentage of 68.3% and leadership is the highest contributor to team performance.

CHAPTER 5: RECOMMENDATION AND CONCLUSION

5.1 Introduction

This part discusses the key findings that are summarized according to the research objectives. Also, the detail from the interpretation of chapter 4, which is the limitation of the study while doing the research and its recommendation for future research.

5.2 Recapitalization of the Study

Introduction by stressing team performance and its importance in organizations were made to attract readers" attention. Justification on why there are needs to do this study in ASWARA as the setting were made to convince readers that the organization „Accountability Indexes" performance and also the status upgrade are the materials. The aim of this study is to explore the contributing factors of team performance among employees of ASWARA.

Most of previous researchers only focus on one aspect one factor/ dimension and their relationship of team performance. For example, those researchers breakdown leadership aspect into several independent variables such are transactional leadership and transformational leadership. However, this study combines leadership, communication, emotional intelligence as the independent variables to give broader aspect of study thus creates new way of perspective.

Declaration about the research framework has been done and followed by technique of data analysis, and the respondent"s population. Design of questionnaire comprised 6 sections including the demographic information using five point Likert scale. Through the pilot test using the questionnaire, reliable status accepted for all variables which are 0.6 and above scores.

However, based on main study result to be compared, conflict reliability: Cronbach Alpha scores were only 0.419. Normality test shows normal status of conclusion for all variables. An addition, referring to 114 respondent out of 150 questionannaire distributed showed that all hypotheses stated are accepted.

Overall, leadership is determined as the strongest factor compared to the rest that contribute to team performance. All independent variables in this study only contribute 67.1% of team performance.

5.3 Discussion of Key Findings

5.3.1 Team Performance Level

Level of team performance among the employees in this research shows a high level. Teams in Akademi Seni Budaya dan Warisan Kebangsaan (ASWARA) experiencing high performance level with 4.02 of mean value.

It is agreeable with the nature and culture in the organization. This can be proven through the inadequate numbers of human workforce in ASWARA that makes the people to work in multi-tasking way. With 32 position vacancies that still not filled in, employees there have to bear more burden than what they should be.

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Not only that, ASWARA itself practically also function as a production's house such theatres. This is differing than other public universities that only focus in teaching and learning session. Due to efforts of preparing ASWARA for status upgrade to be a public university, volume of tasks need to be done has been increased since year 2017 which especially in non-academicians level. Besides of weaknesses need to be handled, new requirements also need to be complied. For example, to get Malaysia Quality Accreditation (MQA) for all programs in ASWARA and repairmen of building by Department of Development and Facilities due to Fire and Rescue Department of Malaysia checking made early year 2018.

In a nutshell, the current momentum need to be maintained by employees of ASWARA in order to be in best capacity facing the transition from an academy to a public university by end of year 2018.

5.3.2 Relationship between Leadership and Team Performance among employees of ASWARA.

Referring to the correlation findings, the researcher discovers a significant positive and high relationship between leadership and team performance at $r = 0.791$, $p<0.01$. It shows that the higher the leadership, the higher the team performance.

This finding is similar to the finding of Nicole (2015) which suggested leadership were significantly related to team performance. The finding agreeable on positive relationship between leadership and team performance similar with (Wah, 2010; Tak, 2012; Nurhidayah, 2012; Susanne *et* al, 2013; Julia, 2014; Matthews & McLees, 2015; Nur *et al*, 2015) and also Brandon Hall Group's team development research made in year 2012.

Higher level of leadership give influences on team creativity, better project team with good change management, and also encourages information sharing in team towards better team performance. Researcher also agreed that as an essential aspect, leadership also determine employees" commitment.

The same thing goes to ASWARA as an education institution in niche of arts, culture, and heritage. Leaders of every team in ASWARA need to navigate their people to perform tasks aligned with mission and vision of the organization. Dean and the vice dean has to be creative in thinking of how to create more generating earnings from faculty activities. Besides to earn more money for ASWARA development purposes, faculties" quality in teaching and learning will become more successful as students involvement in production published practicing in real industry nature. Thus, indirectly promote ASWARA to others. Furthermore, knowledge and skills are also important to be a good leader/ manager. most leaders/ managers in ASWARA came from Culture Artist background has less experiences and knowledge on management matters. HR department must determine every leader"s weaknesses and send them for training to enhance their skills and knowledge. So, their team will have more confident and give full commitment in fulfilling orders given. These means that knowledge and skills, navigation and planning among managers aka leaders must be clear and proper to lead team perform better.

Secondly, „Leadership by Example" approach must be exercised. Leaders in ASWARA from every level should be the ideal role model to their team and people. One of the reasons why leadership is important in ASWARA is because it is a closed service organization as known as a federal statutory body. Recruitment is made in house and ASWARA has only one campus which means job rotation only being

done at the same workplace surroundings. Level of working culture can be said „thick" for change management. Negative attitude from leaders will be replicated by their people in team. That is why leaders and leadership is crucial.

In conclusion, these are why H1 is supported: significant relationship between leadership and team performance do exists.

5.3.3 Relationship between Communication and Team Performance among employees of ASWARA.

Referring to the correlation findings, the researcher discovered a significant positive and high relationship between communication and team performance at r = 0.753, p<0.01. It shows that the more communication happens, the higher the team performance.

This finding is similar to the finding of Ahmed (2016) which believed that communication was positively significantly related to team performance. The finding is agreeable on positive relationship between communication and team performance similar with (David & Matthias, 2011; Anne, 2011; Nurhidayah, 2012; Seely, 2015).

Researcher believed that team performs better when they were given space to communicate about their decisions as it has good effects on team performance as it also lead to good communication satisfaction. Not only that, it also reflects member interactions during the task work at the same time.

Communication is ASWARA is vital in order to ensure collaboration and information transferred in effective and efficient way. One of the reasons why repeated issues happened in National Audit (Accountability Indexes Performance) report is because ineffective communication exists in ASWARA. It has been found

that communication between employees and managers and also inter department were not linked to each other. Misuse of communication method exists then led to unfulfilled tasks. For example, there are employees that use verbal method instead of written email to others for formal matters relating to tasks.

Even though the results of this study shows high frequency of communication in teams, ASWARA itself with majority employees those are bold to express their opinions and views. However, there are also employee agreed that most of them have lack of decoding messages in being good receiver. Questions from the senders were frequently misinterpreted by the receiver which then led to time consuming in managing tasks. Not only that, body language among employees is strong but sometimes reflects negative perceptions to receivers. Moreover, there also can be observed that there are aggressive speakers than assertive speakers in ASWARA which then reduce level of two way communication in team.

Generally, this study supports H2 which significant relationship do exists between communication and team performance.

5.3.4 Relationship between Emotional Intelligence and Team Performance among employees of ASWARA.

Referring to the correlation findings, the researcher discovers that the significant positive and moderate relationship between emotional intelligence and team performance at r = 0.458, p<0.01. It shows that higher emotional intelligence, the higher the team performance level.

This finding is similar to the finding of Yin *et al* (2016) which suggested emotional intelligence were significantly related to team performance. The finding

agreeable on positive relationship between emotional intelligence and team performance similar with (Jordan & Lawrence, 2009; Jordan & Troth, 2011; Zhang & Wang, 2011; Naseer *et* al, 2011; Birx *et al*, 2011; Lin, 2012; Chen & Wu, 2014). However, the result is contradict with Kumar (2015) stated that it is not significant as employees will not become emotional quite often.

Researcher believed that team performs better when they work with ideal emotional intelligence. As an essential aspect dictating team performance, it also encourage to better quality thinking skills. At the same time, success of knowledge sharing occurs because of common understanding in team due to high level of emotional intelligence. Thus, contributes to better team performance.

Based on results from the responds through questionnaire, most of employees declared that they have good understandings of their own emotions and sensitive to the feelings and emotion of others. Plus, there also employees admit that they are not sure whether able to control my temper and handle difficulties wisely or not. Researcher convinced here that ASWARA have to be cautious on emotions handling in team of the people.

Employees in ASWARA have high sense of feelings which means a little glitch during expression among others may give disaster to cooperation build within team. Same goes if vice versa happens. So, it also determine successful of tasks performed. It can be said that, ASWARA has a very sensitive community that influence team performance in unpredictable way.

Therefore, this result proven that relationship between emotional intelligence and team performance do exist and H3 is supported.

5.3.5   Relationship between Conflicts and Team Performance among employees of ASWARA.

Referring to the correlation findings, the researcher discovers small but definite relationship between Conflicts and Team performance at $r = 0.210$, $p<0.05$. It shows that more frequent conflicts occurrences can be said there is no effect to team performance.

This finding is totally contrasts to the finding of Nguyen and Thanth (2013) which stated that conflicts were significantly negative related to team performance. The finding disagrees on negative relationship between conflicts and team performance dissimilar with (Bendersky & Hays, 2010; Glaap, 2011; Mansfield, 2012; Song, 2013; Chen & Wu, 2014; Mao *et al*, 2016).

Furthermore, researcher believed that conflicts are not encouraged in team because it may creates more time consuming and more issues even though information among members active and viewpoints are merrier.

Based on the responds given, majority of ASWARA employees agreed that they often have different views and ideas on the topics they discuss in team. However, team meetings frequently include a healthy exchange of opinions even though they often challenge each other"s opinions. ASWARA teams „nature regarding conflicts influence seems neutral as personal conflicts between some members of the team do exist but in control. This means that even though conflicts occur or not, team performance would not be implicated much.

This study cannot supports H4 has a significant relationship between conflicts and team performance negatively.

5.3.6 Relationship between leadership, communication, emotional intelligence, and conflicts with team performance of ASWARA.

Based on the R square result, only three independent variables explained 68.3% of the disparity in team performance.

The remaining 32.9% were contributed by other factors that were not included in this study.

However, in term of ASWARA, this study shows that those 3 factors can be highlighted in their team operation.

5.4 Implication of study

5.4.1 Managerial Implication

Findings on factors of team performance among employees at Akademi Seni Budaya dan Warisan Kebangsaan (ASWARA) showed there are significant relationship by the independent variables been discussed which are leadership, emotional intelligence, communication, and conflicts. These results are useful in providing implication for the top management and especially to the Human Resource department.

The top management must be aware of the factors that affect team performance in the organization because teams play the important role in executing instruction made by top management. The team momentum will determine the effectiveness of the work done. It is critically important to give attention this matter especially when National Audit Report has stated repeated issues been raised that

reflected low team momentum in task execution. There are many ways to interfere can be made by top management such as by launching organization strategic planning and be followed by Key Performance Indicators (KPIs) setup. This may create sense of responsibility among employees as top management clearly state the aims or missions to all staffs. Not only that, synchronization between organization KPIs and department/section/unit KPIs must be done to ensure tasks being done are aligned with what top management has prioritized.

According to Burma (2014), Human Resource management can be the major factor that may add to the success of company objectives. From the correlation results, the leadership is the highest score among the four factors disused in this study. HR department should be the champion in managing team performance in the organization. Several ways can be done to control and to enhance the momentum of teams. Training and Development programs such are team building and short courses will help upgrading team performance. However, modules that should be implemented on employees must be focused on how to enhance knowledge and skills of employees. Leadership skills are the main contributors on team performance which is followed by communication skills. The head of units/ section/ department must have knowledge on how to lead their team. Furthermore, Human Resource department is encouraged to start inculcates their staffs with Emotional Intelligence knowledge and skills. This is to ensure that employees aware that emotions do play roles in a team harmony. At the same time, employees must get acknowledged that conflicts may increase or decrease a team performance which depends whether they are healthy conflicts or vice versa.

5.5 Limitation

There are several limitations that were identified in this research. The first limitation is the cooperation with the Human Resource Department at the beginning of the data collection. The problem occurs at first, when they require the researcher to give rationales of the research to the organization such as how the study can contribute to Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA).

However, researcher managed to convince them by clearly define the objectives and the aim of study and how it can be related to Training and Human Capital Development unit. After that, researcher and Human Resource Department agreed that the result of the study must be shared so that they can use the information as one of the references to construct training modules/programs for the employees in their training calendar.

The second limitation is the time constraints after the questionnaire were distributed. Even though, the distribution has been made by using Human Resource Department email, the responds can be said as „passive". However, researcher frequently reminded them through the email with a statistics table that distinguished each department"s rate of respondents time to time. It works well and the rate of respondents answered the questionnaire increased to 114 more than 108 of the minimum sample as suggested by Krejcie and Morgan (1970).

5.6 Conclusion

This study has provided an investigation of factors which are leadership, communication, emotional intelligence, and conflicts effecting team performance

among employees at Akademi Seni Budaya dan Warisan Kebangsaan (ASWARA). The findings have discovered that the most influencing independent variable is leadership. Future study needs to be conducted because the value of adjusted r2 is 67.1%. Thus, it showed that another 32.9% are other factors that affect team performance.

It is essential to stress the information of team performance to top management and employees because of the low score given by National Audit Report 2016 to Akademi Seni Budaya dan Warisan Kebangsaan (ASWARA). The findings will help HR management to start implementing programs in order to strengthen team momentum in the organization.

5.7 Future Research Recommendations

Future researchers are advisable to include more independent variables in the framework besides leadership, communication, emotional intelligence, and conflicts so that the results will be more holistic in perspectives. It is healthy and highly encouraged to conduct investigations in this organization in future as to get higher accuracy measurement.

In addition, there were only 114 respondents from this study rather than the total employees (non-academicians) of 150. Future researcher can improve the survey questions to better suit the objective of the investigation. Moreover, future researcher may use mixed (qualitative and quantitative) type of research which may involve interviews and observation methods. This can gain in-depth information from respondents to get more views and opinions.

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APPENDIX A- QUESTIONNAIRE

THE CONTRIBUTING FACTORS OF TEAM PERFORMANCE AMONG

EMPLOYEES OF AKADEMI SENI BUDAYA DAN WARISAN KEBANGSAAN

(ASWARA)

I am Muhammad Ridhwan Bin Ali student from Northern University of Malaysia (UUM) Master in Science Human Resource Management are conducting a survey on the contributing factors of team performance among employees of Akademi Seni Budaya Dan Warisan Kebangsaan (ASWARA). I believe that your participation in this study will contribute to the findings of the study. It will take you about 10 minutes to complete the questionnaire. We are really interested your feedback and participation of the topic. Please complete the questionnaire and return back to us. We really hope that you will complete the questionnaire at your earliest convenience. All responses are confidential and will be used only for this study. Any report of the data will be aggregated and will not identify the respondent. If you have any question about this study, we will most happy to clarify. We thank you for your cooperation and wish you all the best.

Muhammad Ridhwan Bin Ali

Othman Yeop Abdullah Graduate School of Business

University Utara Malaysia, Kuala Lumpur

Lecturer:

Dr Jasmani Binti Mohd Yunus

PART A: RESPONDENT BACKGROUND

Please kindly answer all questions and tick (/) the appropriate box.

1. Job category

   Supervisory   (   )

   Clerical   (   )

2. Length of Service

   < 1 year   (   )

   1-10 years   (   )

   11-20 years   (   )

   21-30 years   (   )

   31-40 years   (   )

3. Age

   18-25 years old   (   )

   26-35 years old   (   )

   36-45 years old   (   )

   46-55 years old   (   )

   56-65 years old   (   )

4. Gender

   Male   (   )

   Female   (   )

PART B: TEAM PERFORMANCE

Kindly indicate your level of agreement or disagreement with each of the statements using

the following scale:

1 = Strongly Disagree (SD); **2** = Disagree (D); **3** = Neutral (N); **4** = Agree (A); and

5 = Strongly Agree (SA)

NUM.	STATEMENT	SCORING				
		SD	D	N	A	SA
1.	The team delivers quality work.					
2.	The team is highly effective					
3.	The team performs duties accurately and consistently					
4.	The team is highly effective at implementing solutions to problems on the line					
5.	The quality of team"s output is very high					

PART C: LEADERSHIP

Kindly indicate your level of agreement or disagreement with each of the statements using

the following scale:

1 = Strongly Disagree (SD); **2** = Disagree (D); **3** = Neutral (N); **4** = Agree (A); and

5 = Strongly Agree (SA)

NUM.	STATEMENT	SCORING				
		SD	D	N	A	SA
1.	Members of my team talk about how trusting each other can help overcome difficulties					
2.	Members of my team emphasize the importance of being committed to our beliefs					
3.	Members of my team envision exciting new possibilities					
4.	Members of my team work out agreements about what is expected from each other					

PART D: COMMUNICATION

Kindly indicate your level of agreement or disagreement with each of the statements using

the following scale:

1 = Strongly Disagree (SD); **2** = Disagree (D); **3** = Neutral (N); **4** = Agree (A); and

5 = Strongly Agree (SA)

NUM.	STATEMENT	SCORING				
		SD	D	N	A	SA
1.	There is frequent communication within team					
2.	Team members communicate often in spontaneous meeting, phone conversations					
3.	Team members are happy with timeliness in which they received information from other team members					
4.	Team members are happy with accuracy in which they received information from other team members					
5.	Team members are happy with usefulness in which they received information from other team members					

PART E: EMOTIONAL INTELLIGENCE

Kindly indicate your level of agreement or disagreement with each of the statements using

the following scale:

1 = Strongly Disagree (SD); **2** = Disagree (D); **3** = Neutral (N); **4** = Agree (A); and

5 = Strongly Agree (SA)

NUM.	STATEMENT	SCORING				
		SD	D	N	A	SA
1.	I have good understanding of my own emotions					
2.	I am sensitive to the feelings and emotion of others					
3.	I am motivated to do task without needing pressure from others					
4.	I am able to control my temper and handle difficulties wisely					

PART F: CONFLICTS

Kindly indicate your level of agreement or disagreement with each of the statements using the following scale:

1 = Strongly Disagree (SD); **2** = Disagree (D); **3** = Neutral (N); **4** = Agree (A); and

5 = Strongly Agree (SA)

NUM.	STATEMENT	SCORING				
		SD	D	N	A	SA
1.	We often have different views and ideas on the topics we discuss in the team					
2.	Team meetings frequently include a healthy exchange of opinions					
3.	In our team we often challenge each other‟s opinions					
4.	There are members of the team who do not work well together					
5.	There are personal conflicts between some members of the team					

-THANK YOU-

APPENDIX B – DEMOGRAPHIC ANALYSIS

Job Category

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Management	61	53.5	53.5	53.5
	Non-management	53	46.5	46.5	100.0
	Total	114	100.0	100.0	

Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	5	4.4	4.4	4.4
	26-35	50	43.9	43.9	48.2
	36-45	40	35.1	35.1	83.3
	46-55	12	10.5	10.5	93.9
	56-65	7	6.1	6.1	100.0
	Total	114	100.0	100.0	

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	58	50.9	50.9	50.9
	Female	56	49.1	49.1	100.0
	Total	114	100.0	100.0	

APPENDIX C – DESCRIPTION ANALYSIS

Demographic Profile

Statistics

		Job Category	Length of Service	Age	Gender
N	Valid	114	114	114	114
	Missing	0	0	0	0
Mean		1.46	2.23	2.70	1.49
Median		1.00	2.00	3.00	1.00
Mode		1	2	2	1
Range		1	4	4	1
Minimum		1	1	1	1
Maximum		2	5	5	2
Percentiles	25	1.00	2.00	2.00	1.00
	50	1.00	2.00	3.00	1.00
	75	2.00	2.25	3.00	2.00

a. Multiple modes exist. The smallest value is shown

Dependent variables

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Job Category	114	1	2	1.46	.501
Length of Service	114	1	5	2.23	.610
Age	114	1	5	2.70	.940
Gender	114	1	2	1.49	.502
Department/Faculty/ Unit	114	1	29	14.38	8.770
Valid N (listwise)	114				

Independent Variables

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
TP 1	114	2	5	4.04	.769
TP2	114	1	5	4.04	.819
TP3	114	1	5	4.05	.774
TP4	114	1	5	4.01	.815
TP5	114	1	5	3.99	.847
LD 1	114	1	5	3.86	.977
LD 2	114	1	5	3.86	.949
LD 3	114	1	5	3.75	.920
LD 4	114	1	5	3.76	.934
CM1	114	1	5	4.11	.886
CM2	114	1	5	4.17	.882
CM3	114	1	5	3.86	.958
CM4	114	1	5	3.82	.934
CM5	114	1	5	3.86	.901
EI1	114	3	5	4.39	.602
EI2	114	2	5	4.17	.740
EI3	114	1	5	4.33	.661
EI4	114	3	5	4.32	.656
CF1	114	1	5	3.81	.891
CF2	114	1	5	3.82	.914
CF3	114	1	5	3.78	.966
CF4	114	1	5	3.04	1.320
CF5	114	1	5	2.90	1.276
Valid N (listwise)	114				

APPENDIX D – RELIABILITY ANALYSIS

Team Performance

Case Processing Summary (Pilot Study)

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Case Processing Summary (Main Study)

		N	%
Cases	Valid	114	100.0
	Excluded[a]	0	.0
	Total	114	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.939	5

Reliability Statistics (Main Study)

Cronbach's Alpha	N of Items
.959	5

Item Statistics (Pilot Study)

	Mean	Std. Deviation	N
TP1	4.10	.662	30
TP2	4.17	.648	30
TP3	4.10	.712	30
TP4	4.07	.785	30
TP5	4.13	.681	30

Item Statistics (Main Study)

	Mean	Std. Deviation	N
TP1	4.04	.769	114
TP2	4.04	.819	114
TP3	4.05	.774	114
TP4	4.01	.815	114
TP5	3.99	.847	114

Scale Statistics (Pilot Study)

Mean	Variance	Std. Deviation	N of Items
20.57	9.840	3.137	5

Scale Statistics (Main Study)

Mean	Variance	Std. Deviation	N of Items
20.13	13.938	3.733	5

Leadership

Case Processing Summary (Pilot Study)

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Case Processing Summary (Main Study)

		N	%
Cases	Valid	114	100.0
	Excluded[a]	0	.0
	Total	114	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics (Pilot Study)

Cronbach's Alpha	N of Items
.907	4

Reliability Statistics (Main Study)

Cronbach's Alpha	N of Items
.940	4

Item Statistics (Pilot Study)

	Mean	Std. Deviation	N
LD 1	3.77	.971	30
LD 2	3.97	.809	30
LD 3	3.87	.860	30
LD 4	3.70	.915	30

Item Statistics (Main Study)

	Mean	Std. Deviation	N
LD 1	3.86	.977	114
LD 2	3.86	.949	114
LD 3	3.75	.920	114
LD 4	3.76	.934	114

Scale Statistics (Pilot Study)

Mean	Variance	Std. Deviation	N of Items
15.30	9.941	3.153	4

Scale Statistics (Main Study)

Mean	Variance	Std. Deviation	N of Items
15.23	12.125	3.482	4

Communication

Case Processing Summary (Pilot Study)

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

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Case Processing Summary (Main Study)

		N	%
Cases	Valid	114	100.0
	Excluded[a]	0	.0
	Total	114	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics (Pilot Study)

Cronbach's Alpha	N of Items
.915	5

Reliability Statistics (Main Study)

Cronbach's Alpha	N of Items
.945	5

Item Statistics (Pilot Study)

	Mean	Std. Deviation	N
CM1	4.23	.679	30
CM2	4.37	.556	30
CM3	3.97	.890	30
CM4	3.90	.845	30
CM5	3.97	.765	30

Scale Statistics (Pilot Study)

Mean	Variance	Std. Deviation	N of Items
20.43	10.668	3.266	5

Scale Statistics (Main Study)

Mean	Variance	Std. Deviation	N of Items
19.82	17.090	4.134	5

Emotional Intelligence

Case Processing Summary (Pilot Study)

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Case Processing Summary (Main Study)

		N	%
Cases	Valid	114	100.0
	Excluded[a]	0	.0
	Total	114	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics (Pilot Study)

Cronbach's Alpha	N of Items
.708	4

**Reliability Statistics
(Main Study)**

Cronbach's Alpha	N of Items
.778	4

Item Statistics (Pilot Study)

	Mean	Std. Deviation	N
EI1	4.13	.571	30
EI2	4.20	.664	30
EI3	4.10	.803	30
EI4	4.20	.714	30

Item Statistics (Main Study)

	Mean	Std. Deviation	N
EI1	4.39	.602	114
EI2	4.17	.740	114
EI3	4.33	.661	114
EI4	4.32	.656	114

Scale Statistics (Pilot Study)

Mean	Variance	Std. Deviation	N of Items
16.63	4.102	2.025	4

Scale Statistics (Main Study)

Mean	Variance	Std. Deviation	N of Items
17.20	4.269	2.066	4

Conflicts

Case Processing Summary (Pilot Study)

		N	%
Cases	Valid	30	100.0
	Excluded[a]	0	0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Case Processing Summary (Main Study)

		N	%
Cases	Valid	114	100.0
	Excluded[a]	0	.0
	Total	114	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics (Pilot Study)

Cronbach's Alpha	N of Items
.683	5

Reliability Statistics (Main Study)

Cronbach's Alpha	N of Items
.419	5

Item Statistics (Pilot Study)

	Mean	Std. Deviation	N
CF1	3.67	.922	30
CF2	3.90	.885	30
CF3	3.73	.944	30
CF4	2.97	1.351	30
CF5	3.00	1.414	30

Item Statistics (Main Study)

	Mean	Std. Deviation	N
CF1	3.81	.891	114
CF2	3.82	.914	114
CF3	3.78	.966	114
CF4	3.04	1.320	114
CF5	2.90	1.276	114

Scale Statistics (Pilot Study)

Mean	Variance	Std. Deviation	N of Items
17.27	13.995	3.741	5

Scale Statistics (Main Study)

Mean	Variance	Std. Deviation	N of Items
17.36	8.923	2.987	5

Statistics

		LD	CM	EI	CF	TP
N	Valid	114	114	114	114	114
	Missing	0	0	0	0	0
Mean		3.807025	3.96316	4.30045	3.47192	4.0193
Std. Deviation		3.48203	4.13396	2.06608	2.98707	3.79093

APPENDIX F – PEARSON CORRELATION ANALYSIS

Correlations

		TP	LD	CM	EI	CF
TP	Pearson Correlation	1	.791**	.753**	.458**	.210*
	Sig. (2-tailed)		.000	.000	.000	.025
	N	114	114	114	114	114
LD	Pearson Correlation	.791**	1	.846**	.365**	.136
	Sig. (2-tailed)	.000		.000	.000	.150
	N	114	114	114	114	114
CM	Pearson Correlation	.753**	.846**	1	.366**	.124
	Sig. (2-tailed)	.000	.000		.000	.190
	N	114	114	114	114	114
EI	Pearson Correlation	.458**	.365**	.366**	1	.249**
	Sig. (2-tailed)	.000	.000	.000		.008
	N	114	114	114	114	114
CF	Pearson Correlation	.210*	.136	.124	.249**	1
	Sig. (2-tailed)	.025	.150	.190	.008	
	N	114	114	114	114	114

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

*. Correlation is significant at the 0.05 level (2-tailed).

APPENDIX G – REGRESSION ANALYSIS

Descriptive Statistics

		LD	CM	EI	CF	TP
N	Valid	114	114	114	114	114
	Missing	0	0	0	0	0
Mean		15.2281	19.8158	17.2018	17.3596	20.0965
Std. Deviation		3.48203	4.13396	2.06608	2.98707	3.79093

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1108.907	4	277.227	58.671	.000[b]
	Residual	515.032	109	4.725		
	Total	1623.939	113			

a. Dependent Variable: TP

b. Predictors: (Constant), CF, CM, EI, LD

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.379	1.922		.197	.844
	LD	.547	.111	.503	4.938	.000
	CM	.238	.093	.260	2.555	.012
	EI	.298	.110	.163	2.721	.008
	CF	.088	.071	.069	1.243	.216

a. Dependent Variable: TP

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.826[a]	.683	.671	2.17372

a. Predictors: (Constant), CF, CM, EI, LD