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Students' Perception on Teamwork: A Study of Course Objectives Accomplishment and Satisfaction in Higher Education

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Abstract

The academic press and management increasingly emphasize the importance of teams for organisational success in the modern economy. The use of teams has really expanded dramatically to face the competitive challenges. According to many research studies, one of the most common skills required by new work practices and processes is the ability to work in a team. As we know- education is also a process, it has an important role in recognising the needs & importance of teamwork where teachers can encourage their students to combine different skills they have to make the most of their united efforts towards a common goal. However, it was also found that students can meet their course objectives and satisfactions only if they can work in teams and access support from their teachers. If there is a good teamwork, it results a win-win scenario where teachers are able to teach more and students are able to learn more to meet their course objectives more efficiently. Working together helps teachers learn how to be more effectively use classroom time to impart knowledge and help the students to be more committed and dedicated to gain knowledge. From team teaching to teacher-student relationship, teamwork must be present in the classrooms of all levels. So, it is very important for the administration staff of educational institutions to understand the existence of teamwork in their institutions that could influence the accomplishment of course objectives and their satisfactions.

This paper is concerned with examining the students' perceptions regarding the linkage between teamwork with their course accomplishment and satisfaction level that exist in the academic institutions of North-East Region of India. The result suggests that - allowing students to work in teams lead to faster achieving of course objectives and student satisfaction, provided the teachers really pay attention on teams and setting up the assignments for the students working on the team carefully.

Keywords: *Course objectives accomplishment, Educational Institutions, Student satisfaction, Team, Teamwork.*

1. Introduction: The changing world demands innovation and improvement in every serviceable area including the educational process. Teamwork is the imperative essence for the success of any organisation or institution. In today's world, the existence of teams in educational institution is always felt because of the demand for early accomplishment of course objective and students' satisfaction. It is also very important components of students'

engagement which usually influence the course completion and academic achievement of students. If students work in teams, a productive vibrant that exists in a team enhances the learning process and builds academic skills. Thus teacher-student good relationship and they working together as a team is very important and so accessing the students' perception and examining the association between their views on teamwork with accomplishment of course objectives and student satisfaction is very necessary. There are so many reasons for assigning students to work in teams, especially for project work. Several experts have commented that students learn more effectively when they interact with others, which is really possible if they work in teams. According to Smith (2005), hundreds of empirical research studies and several meta-analyses of the research have compared the relative efficacy of cooperative, competitive and individualistic learning, with the overwhelming body of evidence indicating that cooperative learning leads to significant gains in academic success and quality of interactions, with both the classmates and the faculty members. It has been seen that teamwork contributes in developing communication skills, improving overall social growth and higher scholastic achievement. According to Loop (2012), if teacher and student work together in a team, teachers can facilitate an environment in which opinions matter, ideas abound and respect is valued.

1:1. Team and teamwork: Team can be defined as a collection of individuals brought together in a particular context, in which team members collaborate on common tasks, (Hoegl and Gemuenden, 2001). According to Katzenbach and Smith (1993), a team can also be defined as a small number of people with complementary skills who are committed to a common purpose, performance goals and approach for which they hold themselves mutually accountable.

Teamwork can be defined as a group of people interacting and co-operating in a work-related action, (Vogt, 2002).

1:2. Students' Perception about teamwork: To know the student' perception about teamwork is very important. According to Pinada, et al., (2006), who surveyed two groups of students from two different countries, found that both the groups had a common definition of teams and agreed on the value of team with regard to self-development. Here, students expressed their perception that teamwork produces better outputs and more satisfaction. Unfortunately, all the students do not always build positive attitudes and good perception about teamwork and how teamwork relates to effective performance. According to McCorkle et, al. (1999), while most students recognise the importance of teamwork, they still prefer to work alone when the goal is achieving good performance.

2. Review of Literature: Teamwork has become an important part of the working culture now-a-days and that is why many organisations now look at teamwork skills at the time of evaluating a person to make rational decisions. Most educational institutions have realised the importance of having teacher-student teamwork due to many reasons like- if the task is sufficiently complex then it requires a team with multiple skills to finish the task or they can accomplish a better task when a team approach is taken having good relation between team leader and the team members. Therefore, institutions have felt the importance for student to learn to work in a team environment so that when they will enter the workplace, they will have the teamwork skills.

According to Arciero (2011), being a teacher is not just about coming to school, teaching students the content materials and going home. One of the best parts of being a teacher and creating good classroom management skills and techniques is to build close relationship with students and work as a team. Teachers must collaboratively inquire into their practices and relations with students in order to continue to learn, to make learn and improve as professionals. (Smith, 2011). Moreover, according to Abdulrahman (2007), teachers make an

important role in evolution of developing countries by developing the citizens over there because they select the subject materials, textbooks and references, analyse the subject matter, design the framework of the subject and present it to students directly. To assess the effectiveness of this transfer of knowledge from teacher to student, assessment methods etc are normally get influenced by teacher-student relationship.

As we know positive teacher- student relationship only can lead to a high performing team. Normally teachers develop positive relationship with their students by constantly exhibiting respect, courtesy, fairness, caring and understanding between them which gives better results.(Mawhinney & Sagan, 2007). According to Watson and Battistich (2006), teachers encourage the development of a sense of community in their classrooms when they model interpersonal concern, nurture student autonomy and self-direction, encourage student thinking and facilitate student collaboration with teachers. Moreover Wentzel (2002), said that high teacher expectations and good teacher-student relationship regularly foretell positive student goals and interest in the class, whereas negative teacher-student relationship and negative teacher feedback are correlated with low academic achievement and inappropriate social behaviour.

According to Angelacox (2010), Teamwork is essential to the success of a school. He said that as an individual teacher- we are only one set of great ideas and opinions, but if we work together with others as a team, those great ideas and opinions are multiplied many times over for the good of our students. For that having positive teacher-student relationship is must. Teamwork is recognised as key to tackling a number of different management issues, which can positively affect job satisfaction, (Vogt, 2002). It implies that teamwork in the educational sector will positively influence the satisfaction level of teachers' as well as students'.

Kent Gerlach (2002) said that once the team works well in the educational institution, the job is less stressful, more enjoyable, more rewarding for all the team members and results in greater benefits to students. He also added that the teacher who mentors students, shares invaluable knowledge and skills. Mentoring is a process whereby teachers and students work together to discover and develop students' abilities to provide with maximum knowledge and skills for their benefits. So if teacher and student work together as a team and they have positive relationship, it helps the students to get more benefits from their teachers. According to Arciero (2011), when students feel part of a team, their self-confidence and self-worth improves. In the teamwork, teachers get the chance to learn about their students' interests, likes, dislikes and learning styles help them to come to know one another and respect each other. When a student respects a teacher, his behaviour improves, which help him in academic achievement. McQueerrey (2012) said that integrated teamwork on several fronts is vital for students to achieve a comprehensive, well –rounded education. She also added that the more teacher-student teamwork fundamentals exhibited, the more opportunity exists for students to learn the vital skills of compromise and collaboration.

3. Objective of the study: The objectives of this study are-

1. To assess student's perceptions on teamwork in the classroom of Higher Education in Educational Institutions in the North-East Region of India.
2. The objective of this study is to assess students' perception on teamwork and its effect on accomplishment of course objective and students' satisfaction in the Educational Institutions in the North-East Region of India.

4. Research Methodology: This section discusses the sources of data, framework and sample, research instruments, variables included in the study and the data analysis to find the relationship between teamwork with accomplishment of course objective and students' satisfaction.

4:1. Sources of data: In this research study, data were collected from the primary sources. These data were collected from the post-graduate students of few private institutions and one leading private University, which offer master degrees in Science, Arts, Commerce, and Management. The study also included B. Tech. students from a Private Engineering College of the region. These institutions have helped to administer the survey asking students to rate their teachers' effectiveness and how well they feel they have accomplished the course objectives, among other items.

Data collection was done with the help of a questionnaire. Teachers are strongly encouraged to convince their students to complete the questionnaire or to provide motivation in the form of extra credit. The survey was containing no missing data, ensuring effective response rate and reducing the sample bias that can occur when surveys are voluntary. All these factors contributed 100 percent student response rate.

4:2 Sampling Procedure and sample size: The study design was a survey, using convenient sampling procedure to obtain a representative sample of the basic post-graduates and engineering graduates. A total of 160 students comprised the sample for this study, forty from each of the discipline i.e. M.B.A., M.Sc., Engineering and others (M.Com, M.S.W etc.). So, the sample size was 160.

4:3. Research Instrument: The pre-tested questionnaires were distributed to the students to increase the chances of getting reliable responses from them. It was designed in such a way that the questions and choices were brief, with minimal ambiguity to avoid bias caused by question interpretation. Although filling out the questionnaire of each course is voluntary, all students are strongly encouraged to participate. The questions in the questionnaire explored nature of teamwork in the classroom, teacher-student relationship, accomplishment of course objectives, the academic achievements, guidance that students receive from teachers, teacher's ability to motivate students, teachers willingness to provide individual assistance to student outside the classroom hours and their current relationship that influence on accomplishment of course objectives and student satisfaction.

4:4. Variables used in the study: The study intends to examine the association between the perceptions of students regarding teamwork with two outcome variables: students' belief that they had fulfilled the course objectives and students' satisfaction about experiencing with teams in the class. The choice of variables is influenced by the previous researches on this relation.

4:5. Data Analysis: The data were entered and analysed using SPSS, version 16.0 packages. Descriptive statistics and chi-square test were used to determine the association between above qualitative variables.

5. Results: One hundred and twenty students were from post-graduate programs of different disciplines, forty students from engineering course and their response rate was 100 percent. The students' perceptions and ideas about teamwork and its relation to accomplishment of course objectives and overall satisfaction working in the teams were observed and assessed by few questions, were significantly associated with their results.

5:1. Perception on Teamwork: The principal results of the survey are summarised in Table I.

Table-1 Principal Survey Result

Seri al no.	Items	Results	N
1	Work in teams	Yes: 75%, No:25%	160

2	Discipline of course using teams	MBA:30%, M. Sc.:23.3%, Engineering:26.7% Others (MSW, M.Com. etc):20%	120
3	Instructors' guidance on teamwork	Always: 83.3%, Frequently: 16.7%, Rarely: 0%, Never: 0%	120
4	Team formation by teacher	Yes: 86.7%, No: 13.3%	120
5	Option of omit names of slackers from the project	Always: 6.7%, Frequently: 13.3%, Rarely: 26.7%, Never: 53.3%	120
6	Option to fire the slackers	Always: 6.7%, Frequently: 16.7%, Rarely: 26.7%, Never: 50%	120
7	Presence of reported slacker on team	Yes :20%, No:80%	120
8	Teachers ability to motivate students	Yes: 83.3%, No:16.7%	120
9	Trust teachers' advice	Yes: 82.5%, No:17.5%	120
10	Preferred number of members working in the team	2 to 6 members: 70%, More than 6 members 30%	120
11	Teachers' willingness to provide individual assistance	Yes: 75%, No: 25%	120
12	Current relationship between teacher & student	Very good & good: 80%, Bad & very bad: 20%	120
13	Percentage in last examination	Below 70%: 30%, Above 70%: 70%	120
14	Overall rating on teachers started teamwork.	Very good & good: 86.7%, Bad & very bad: 13.3%	120
15	Overall rating on achieving course objectives.	Very good & good: 75%, Bad & very bad:25%	120
16	Overall satisfaction working with teams	Very good & good: 90%, Bad & very bad: 10%	120

Source- Compile data

To assess the students' perceptions about teamwork in the class, few questions were asked to all the sample students. It was asked to them whether their teachers have made them work in team, 75 percent students said yes but 25 percent students said their teachers have not made them work in team till date. Regarding different disciplines or programs mentioned above from where sample respondents have been taken, out of 75 percent of agreed students about working in teams, 30 percent are from M.B.A. program, 26.7 percent are from Engineering (B. Tech.) program, 23.3 percent from M.Sc. program and 20 percent from other master degree programs. Regarding receiving guidance from their teachers in the class to help them with their team activities, 83.3 percent students agrees that they receive teachers' guidance always, 16.7 percent students feel they receive frequently and no students feel rarely & never they get guidance from their teachers. Maximum numbers of students (86. percent 7) feel that their teachers usually select the team members for their teams, though 13.3 percent students feel their teachers' do not select the team members for them.

When asked students about if a student on their team did little or no work on an assignment, were they provided the option of not including that students' name on the finished report, 6.7 percent said always, 13.3 percent said frequently, 26.7 percent said rarely and maximum respondents (53.3 percent) said that they had never provided the option of not including his name in the finished report. Students were also asked about having the option of firing a person from their team, 50 percent of respondents said never, 26.7 percent said rarely, 16.7 percent said frequently and only 6.7 percent of respondents said always in this case. Maximum respondents (80 percent) agreed that they were not having any member who did not pull his/ her weight in the team; only 20 percent of respondents felt they have some members in their teams who did not pull their weight. 83.3 percent of respondents felt that their teachers had the ability to motivate them to do their best work in the team; only 16.7 percent them felt their teachers were not so capable in motivating the students.

When asked the students whether they trust their teachers, 82.5 percent of respondents said they trust their teachers, but 17.5 percent of respondents gave opposite opinion. Regarding preferred number of members working in the team, maximum respondents (70 percent) felt a team should have 2-6 members, but 30 percent respondents also felt that a team should have more than 6 members. 75 percent of respondents felt that their teachers' have the willingness to provide individual assistance to students outside the classroom hours, but 25 percent of them felt their teachers were not so willing for that. When asked students about their current relationship with their teachers, 80 percent agreed they had very good relation, only 20 percent felt that the relationship between teacher and students were not so good.

70 percent of respondents working in the team have achieved more than 70 percent marks in the last semester examination they appeared, but 30 percent of them have achieved less than 70 percent marks. Regarding the overall rating about the teachers who started teamwork in their classes, 86.7 percent of respondents have expressed their views by saying very good and good, but 13.3 percent of them did not feel that way.

Very high percentage of respondents i.e. 75 percent of them were rated very good & good about achieving stated objectives of their course, whereas 25 percent of them felt that they did not achieve stated objectives. At last, 90 percent of respondents expressed overall satisfaction with their experiences with teams in the class, only 10 percent of them not so satisfied with their class teamwork.

5:2. Accomplishment of Course Objectives: From the Table II, it has been seen that the one outcome variable of this research study i.e. "the accomplishment of course objective" depended on some variables of teamwork in the classroom.

If the relationship among these variables is considered, it can be accessed from the "x-square value" and "p value" of chi square test that some of these variables were highly associated with the outcome, whereas some were not so highly associated and some were not at all associated with the outcome.

Table-II: Relationship between teamwork and accomplishment of course objectives.

Questions	Accomplish course objectives	Not accomplished course objectives	X square value	P value
1. Your teachers make you work in teams. a. Yes b. No	104 (65%) 16 (10%)	16 (10%) 24 (15%)	8.711	.007
2. You are presently pursuing a. M.BA. b. Engineering c. M. Sc. d. Others(MSW, M.Com, Mass. Com etc.)	36 (30%) 24 (20%) 24 (20%) 20 (16.7%)	0 (0%) 8 (6.7%) 4 (3.3%) 4 (3.3%)	2.390	.495
3. Receive guidance from your teachers in this class to help you with team activities. a. Always b. Frequently c. Rarely d. Never	100 (83.3%) 4 (3.3%) 0 (0%) 0 (0%)	0 (0%) 16 (13.4%) 0 (0%) 0 (0%)	23.077	.000
4. Teacher selects the team members for the team. a. Yes b. No	96 (80%) 8 (6.7%)	8 (6.6%) 8 (6.7%)	5.370	.075
5. Option of omit names of slackers from the project report. a. Always b. Frequently c. Rarely d. Never	4 (3.3%) 8 (6.7%) 32 (26.7%) 60 (50%)	4 (3.3%) 8 (6.7%) 0 (0%) 4 (3.3%)	8.90	.031
6. Option of firing a slacker from the team a. Always b. Frequently c. Rarely d. Never	4 (3.3%) 8 (6.7%) 32 (26.7%) 60 (50%)	4 (3.3%) 12 (10%) 0 (0%) 0 (0%)	15.28	.002
7. Have members in the team who do not pull his weight. a. No b. Yes	92 (76.7%) 12 (10%)	04 (3.3%) 12 (10%)	8.726	.018
8. Teachers have the ability to motivate students a. Yes b. No	100 (83.3%) 4 (3.3%)	0 (0%) 16 (13.4%)	23.077	.000

9. Trust your teachers advice a. Yes b. No	84 (70%) 04 (3.3%)	16 (13.3%) 16 (13.4%)	9.755	.006
10. Preferred number of members in the team a. 2-6 members b. More than 6 members	84 (70%) 20 (16.7%)	0 (0%) 16 (13.3%)	10.769	.005
11. Teachers' are willing to provide individual assistance a. Yes b. No	81(67.5%) 09 (7.5%)	09 (7.5%) 21(17.5%)	14.40	.001
12. Current relationship between teacher and student. a. Very good and good b. Bad and very bad	87 (72.5%) 03(2.5%)	09 (7.5%) 21 (17.5%)	20.833	.000
13. Percentage of last examination a. Below 70% b. Above 70%	09 (7.5%) 81 (67.5%)	27 (22.5%) 03 (2.5%)	22.857	.000
14. Overall rating on teachers started teamwork a. Very good and good b. Bad and very bad	96 (80%) 08 (6.7%)	08 (6.7%) 08 (6.6%)	5.370	.075

Source: Compile data

The variables which were highly associated and have statistically significant relationship with accomplishment of course objectives are teachers' guidance to students, ability of teachers' to motivate students, option of firing the slackers from the team, level of trust students have towards their teachers, preferred number of members in the team, teachers' willingness to provide individual assistance, positive teacher-student relationship and achievement in last semester examination.

The variables of teamwork which were not so significantly associated with the accomplishment of course objectives are teachers selecting team members, option of omit the names of the slackers from the final report, having members not pulling his or her weight in the team activities and overall rating about the teachers who started teamwork in the class. The variable of teamwork which was not at all associated with accomplishment of course objective is the program on which students work in teams to pursue their master degree. So, there was no statistically significant relationship between the four programs (M.B.A., M.Sc., Engineering, other master degrees) with accomplishment of course objectives.

5:3. Students' Satisfaction with Teams: From the Table III, it has been seen that another outcome variable of this research study i.e. "the students' overall satisfaction with teams" depended on some variables of teamwork in the classroom.

Table-III: Relationship between teamwork and overall students' satisfaction experiencing with teams.

Questions	Highly satisfied students	Low satisfied students	X square value	P value
1. Your teachers make you work in teams.	108 (90%)	12 (10%)	*----	*-----

a. Yes b. No	0 (0%)	0 (0%)	-	
2. You are presently pursuing a. M.BA. b. Engineering c. M. Sc. d. Others(MSW, M.Com, Mass. Com etc.)	36 (30%) 32 (26.7%) 24 (20%) 16 (13.3%)	0 (0%) 0 (0%) 4 (3.4%) 8 (6.6%)	5.661	.129
3. Receive guidance from your teachers in this class to help you with team activities. a. Always b. Frequently c. Rarely d. Never	100 (83.3%) 8 (6.7%) 0 (0%) 0 (0%)	0 (0%) 12 (10%) 0 (0%) 0 (0%)	16.667	.002
4. Teacher selects the team members for the team. a. Yes b. No	100 (83.3%) 8 (6.7%)	4 (3.3%) 8 (6.7%)	8.205	.039
5. Option of omit names of slackers from the project report. a. Always b. Frequently c. Rarely d. Never	4 (3.3%) 8 (6.7%) 32 (26.7%) 64 (53.3%)	4 (3.3%) 8 (6.7%) 0 (0%) 0 (0%)	13.33	.004
6. Option of firing a slacker from the team a. Always b. Frequently c. Rarely d. Never	4 (3.3%) 12 (10%) 32 (26.7%) 60 (50%)	4 (3.3%) 8 (6.7%) 0 (0%) 0 (0%)	11.11	.011
7. Have members in the team who do not pull his weight. a. No b. Yes	92 (76.7%) 16 (13.3%)	4 (3.3%) 8 (6.7%)	4.537	.094
8. Teachers have the ability to motivate students a. Yes b. No	100 (83.3%) 8 (6.7%)	0 (0%) 12 (10%)	16.667	.002
9. Trust your teachers advice a. Yes b. No	104 (86.7%) 4 (3.3%)	4 (3.3%) 8 (6.7%)	11.893	.020
10. Preferred number of members in the team a. 2-6 members b. More than 6 members	80 (66.7%) 28 (23.3%)	4 (3.3%) 8 (6.7%)	2.134	.207
11. Teachers' are willing to provide				

individual assistance				
a. Yes	96 (80%)	4 (3.3%)	6.0	.064
b. No	12 (10%)	8 (6.7%)		
12. Current relationship between teacher and student.				
a. Very good and good	100 (83.3%)	0 (0%)	16.67	.002
b. Bad and very bad	8 (6.7%)	12 (10%)		
13. Percentage of last examination				
a. Below 70%	12 (10%)	12 (10%)	13.33	.005
b. Above 70%	96 (80%)	0 (0%)		
14. Overall rating on teachers started teamwork				
a. Very good and good	100 (83.3%)	4 (3.3%)	8.2	.039
b. Bad and very bad	8 (6.7%)	8 (6.7%)		

Source: Compile data

(* = No statistics are computed here because "work as a team" is a constant here.

The variables which were highly associated and have statistically significant relationship with overall students' satisfaction working in teams are - teachers' guidance to students, option of omit names of the slackers from the project report, ability of teachers' to motivate students, positive teacher-student relationship and achievement in last semester examination. The variables of teamwork which were not so significantly associated with the overall students' satisfaction working in teams are teachers selecting team members, having members not pulling his or her weight in the team activities, level of trust students have towards their teachers, option of firing a slacker from the team, teachers' willingness to provide individual assistance and overall rating about the teachers who started teamwork in the class.

The variables of teamwork which were not at all associated with overall students' satisfaction are the program on which students are pursuing their master degree and preferred number of members working in the team. So, there were no statistically significant relationship between the four programs (M.B.A., M.Sc., Engineering, other master degrees), and number of members working in the team with overall students' satisfaction.

6. Findings and Discussion: Teamwork is a very important dimension of the educational process at all levels of education, which cannot be overlooked. It is always very important to foster teamwork among teacher and student in the classroom to get better accomplishment of course objectives. According to Kent (2002), to be successful, teacher and student must view themselves as a team in the educational process. He also added that in today's educational climate, the most successful schools operate as a team. Students' teamwork provides a better atmosphere for a classroom environment, so the task of gathering students' views on it in educational institutions was very important. In this research study, a precise questionnaire with eighteen questions was used. The intention of this study was to find out the accomplishment of course objectives and students' perceptions on overall satisfaction. The findings of this study indicated that to be true.

6:1. Students' perception on Teamwork in the class: Most of the students felt that their teachers make them work in teams. Existence of team is more in M.B.A. program; followed by Engineering program, M.Sc. and then other master degree programs. Regarding the guidance received from the teachers, most of the students felt that they had always received guidance from their teachers. Usually their teachers helped them to select the team members

at the time of formation of the team. When asked about if a student on their team did little or no work on an assignment, were they provided the option of not including his name on the finished report, though most of the students replied they had never done this, but few of them replied differently? Many respondents replied about not having the option of firing a person from the team, but some of them said sometimes they have kept that option. In fact most of the respondents expressed their feelings that they did not have any member on their team who they thought did not pull his weight in team activities. It was really good that maximum number of respondents felt that their teachers have the ability to motivate them to do their best work in the team. In general all of them trust their teachers' advice. Though very few numbers of respondents felt other way, maximum respondents felt their teachers have the willingness to provide individual assistance to them outside the classroom hours. Regarding the current relationship between teachers and students, all most all of them expressed of having very good relations. About the academic achievements, maximum number of respondents working in teams could manage to get good marks in their semester examinations. Respondents' rating about the teachers who started teamwork in their class was very good. Most of them felt that they could achieve stated objectives of their course and they were very satisfied experiencing with teams in their class.

6:2. Accomplishment of Course Objectives and satisfaction with teamwork: From the Table II and III, it can be seen that the perceptions of respondents who accomplished the course objectives & who could not accomplish the course objectives and the respondents who were highly satisfied with teamwork & who were not satisfied were different. Respondents accomplishing course objectives and highly satisfied with the teamwork felt teachers always gave them guidance; mostly teachers selected the team members, they did not have member not pulling his weight in team activities, teachers had the ability to motivate them, they trusted teachers' advice a lot, teachers had the willingness to provide individual assistance, they had very good current teacher-student relationship and rated teachers who started teamwork as a very good teacher.

The perceptions of students about teamwork who could accomplish the course objectives and who were satisfied are similar.

On the other hand, respondents who could not accomplish the course objectives and were not satisfied with teamwork felt they were rarely getting teachers' guidance, rarely teachers selected members for their teams, they had few members who were not pulling their weight in team activities and few of them were not having trust on their teachers' advice. They also expressed their feelings that all teachers did not have the ability to motivate them to do their teamwork and no willingness to provide individual assistance. Most of them were not having very good current relationship with their teachers. The perceptions of students about teamwork who could not accomplish the course objectives and who were not satisfied are similar.

7. Conclusion: In this study the respondents from different programs clearly expressed their views and perceptions on teamwork. However, it was found that students' accomplishment of course objectives and satisfaction experiencing with teams influenced their views & perceptions on teamwork in the class to a great extent. So, the study concludes that teamwork should be fostered in the post-graduate programs and also in engineering programs for achieving better & faster accomplishment of course objectives, so academic performance of the students. At the same time, the dissatisfied students need to be given careful attention, support and individual guidance from the teachers for building trust and a good relationship so that it might help them in developing a positive perception about their teachers and teamwork, hence improving their accomplishment of course objectives and satisfaction level.

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