Nursing Students' Awareness About Effective Teamwork and Related Factors

Vi Thi Thuong Nguyen

Follow this and additional works at: https://digscholarship.unco.edu/theses
This Thesis by: Nguyen Thi Tuong Vi

Entitled: *Nursing Students' Awareness About Effective Teamwork and Related Factors*

Has been approved as meeting the requirement for the Degree of Master of Science in College of Natural and Health Sciences in the School of Nursing, Advanced Nurse Generalist

Accepted by the Thesis Committee:

______________________________
Faye Hummel, RN, Ph.D., CTN-A, ANEF. Research Advisor

______________________________
Katrina Einhellig, RN, Ph.D., CNE, Committee Member

Accepted by the Graduate School

______________________________
Cindy Wesley, Ph.D.
Interim Associate Provost and Dean
Graduate School and International Admissions
ABSTRACT


This study surveyed the awareness level of nursing students about the effectiveness of teamwork and related factors. At Hong Bang International University (HIU), teamwork training for nursing students at HIU has been applied but it has been difficult for all students to achieve high results and confidence in practicing teamwork skills. The effectiveness of self-study and group activities depends on many factors. The effectiveness of teaching approaches has not been measured and has needed to be addressed to result in the best learning experience for students. The results of this study provided recommendations to improve the quality of training as well as to inform the successful design of an educational program regarding teamwork.

A descriptive, cross-sectional design was used. A questionnaire was administered to 129 nursing students who were in their third and final year in the Bachelor of Nursing Program from Hong Bang International University. Participants were 101 females and 28 males. The questionnaire "Teamwork skill of Saigon University" (Huyen, 2010) included 33 items, which were rated on a 5-point Likert scale. Reliability of this instrument for this study was .95.

The use of learner-centered methods in the college has shifted the focus of activity from the teacher to the students to develop learner autonomy and independence. This has been considered a challenge for nursing students because they are not only
learning at school but also in clinical settings. Therefore, nursing students' awareness about the role of effective teamwork is very important so they can work together to develop their learning quality. Nurse educators could use this study’s results to improve teaching strategies regarding teamwork knowledge and skills for nursing students in Vietnam.

**Keywords:** Teamwork, Group Work, Student Nurses, Nursing Students, Team-building, Team-based learning,
ACKNOWLEDGEMENTS

I would to thank those who helped me conduct this thesis. Firstly, I would like to express my deepest thanks to my advisor, Dr. Faye Hummel, who directly instructed and encouraged me throughout my research project.

I would also like to thank Dean Tran Thi Thuan, Dean of Nursing Faculty of Hong Bang International University, who supported, facilitated, and gave me professional opinions to help me complete this study.

I would like thank all of my teachers who guided me and provided me with their excellent instruction. They were encouraging me with their best wishes.

Finally, I also want to thank my family and my friends who encouraged me to complete my Master of Science degree at the University of Northern Colorado.
# TABLE OF CONTENTS

**CHAPTER I. INTRODUCTION** .............................................................. 1  
  Background and Significance of Problem ........................................... 1  
  Problem Statement ........................................................................... 5  
  Purpose of the Study ......................................................................... 6  
  Research Questions ........................................................................... 6  
  Theoretical Framework ....................................................................... 6  
  Summary ............................................................................................. 9  

**CHAPTER II. LITERATURE REVIEW** ......................................................... 10  
  Historical Background ....................................................................... 10  
  Teamwork .......................................................................................... 12  
  Input-Process-Output Model of Team Effectiveness ................................. 17  
  Summary ............................................................................................. 18  

**CHAPTER III. METHODOLOGY** ................................................................. 20  
  Introduction ........................................................................................ 20  
  Research Design ................................................................................ 20  
  Population Sample ............................................................................. 20  
  Reliability of the Instrument ............................................................... 21  
  Variables Collected ........................................................................... 21  
  Variables of Related Factors on Teamwork Effectiveness ....................... 22  
  Data Collection and Analysis ............................................................... 23  
  Research Ethics .................................................................................. 23  
  Summary ............................................................................................. 24  

**CHAPTER IV. RESULTS** .......................................................................... 25  
  Demographic Characteristics ............................................................... 25  
  Quantitative Findings ......................................................................... 27  

**CHAPTER V. DISCUSSION** ...................................................................... 43  
  Introduction ........................................................................................ 43  
  Quantitative Findings ......................................................................... 43  
  Reliability of the Findings ................................................................. 44  

Application of Theoretical Framework .................................................. 44
Limitations .............................................................................................. 45
Recommendations for Future Research and Nursing Education .............. 45
Recommendations for Nursing Students .................................................. 47
Conclusion .............................................................................................. 47

REFERENCES ......................................................................................... 49

APPENDIX A. CONSENT FORM FOR HUMAN PARTICIPANTS
IN RESEARCH: ENGLISH AND VIETNAMESE ...................................... 55

APPENDIX B. RESEARCH QUESTIONNAIRE: ENGLISH AND
VIETNAMESE ....................................................................................... 60

APPENDIX C. AUTHOR’S PERMISSION TO USE QUESTIONNAIRE .......... 71

APPENDIX D. INSTITUTIONAL REVIEW BOARD APPROVAL....................... 73

APPENDIX E. PERMISSION TO CONDUCT STUDY FROM HONG BANG
INTERNATIONAL UNIVERSITY .............................................................. 75
### LIST OF TABLES

1. Demographic Characteristics ................................................................. 26  
2. Student Awareness of Teamwork Concepts ........................................ 27  
3. Students’ Awareness of the Role of Teamwork ....................................... 29  
4. Extent Students Were Interested in Teamwork Skills Training ............... 30  
5. Factors Related to Effective Teamwork .................................................. 32  
6. Descriptive Statistics of Related Factors on Effective Teamwork .......... 33  
7. Correlation Test Results Regarding Effective Teamwork and Age .......... 40  
8. Correlation Test Results Regarding Effective Teamwork, Gender, and Hometown .......................................................................................... 41  
9. Correlation Test Results Regarding Trust and Values Within Team Project with Effective Teamwork and Age............................................ 42
### LIST OF FIGURES

1. The National Training Laboratory learning pyramid ........................................ 7
2. Maslow's hierarchy of needs ............................................................................. 8
3. Conceptual framework of input–process–output model .................................... 18
4. Mean of each item for effective teamwork subscale ........................................ 31
5. Mean for each item of common team goals and objectives subscale .............. 34
6. Mean of each item in the trust and values within team project subscale .......... 35
7. Mean for each item of the team communication subscale ......................... 36
8. Mean for each item in the team role and responsibility subscale .................... 37
9. Mean for each item of the team relationship subscale .................................... 38
10. Mean for each item of the Team leadership subscale .................................... 39
CHAPTER I
INTRODUCTION

Background and Significance of Problem

Education in the World and Vietnam

The industrialization and modernization of a country is currently an inevitable trend of development in countries in the world. Modernization is a process that uses the capacity, experience, wisdom, and bravery of people to create and use scientific achievements of modern technology combined with traditional values of the nation to renew all fields of social life toward social development (Fägerlind & Saha, 2016). Therefore, industrialization, modernization, and international integration are putting a great burden on the education sector in Vietnam.

Education and training are powerful factors that impact the dimension, speed, as well as the successful industrialization and modernization of a country (Lin, 2012). Indeed, training with qualifications and capability will adapt to development of economy, culture, and society in a sustainable way. To achieve that goal, the education sector needs to be thoroughly reformed in terms of content, programs, methods, and forms of education and training.

In Vietnam, education reform issues have been institutionalized by Resolution 14/2005 (World Bank, 2005). After assessing the education conditions in recent years and identifying management solutions that need to be implemented in the coming
legislative period, the government promulgated a law on the renewal of higher education in Vietnam from 2006-2020 (“Resolution No. 44,” 2009). The resolution proposed to implement innovative training methods with three criteria: equipping learning, promote initiative, creativity and using information and communications technology in teaching” (“Resolution No. 44,” 2009, p. 1). Therefore, the aim of universities is to provide the best learning environment; develop the student's personality, morality, and knowledge as well as basic skills in order to achieve career success; know how to learn effectively; and become capable of creative labor.

Teaching learner-centered methods, also known as learner-centered education, shifts the focus of activity from the teacher to students. The aim of student-centered learning is to develop learner autonomy and independence (Jones, 2007). Learner-centered methods have repeatedly been shown to be superior to the traditional teacher-centered ones. Indeed, student-centered instruction focuses on skills and practices. The main roles of the teacher are to impart knowledge and organize and guide students. Students need to have responsibility for their learning path because they have to solve problems independently (Young & Paterson, 2007).

Student-centered learning puts students' interests first. Students can choose what they will learn, how they will learn, and how they will assess their own learning (Hannafin & Hannafin, 2010). Student-centered learning requires students to be active and responsible participants in their own learning. They can discuss, explain, debate, answer questions, cooperate with each other, and work in teams on problems under conditions that ensure both positive interdependence and individual accountability (Johnson, 2013).
Skills play important roles in the process of learning. Higher education is the perfect time for students to build experience and various survival skills such as communication and interpersonal skills, emotional intelligence, leadership qualities, team skills, negotiation skills, time and stress management, and business etiquette (Deepa & Seth, 2013). An important skill that enhances student learning is teamwork or group work. Teamwork is necessary and indispensable in order to function competently in any interpersonal relationship. Teamwork is important for all team members in systems and processes that support an interprofessional approach to care. The exchange and application of knowledge is a key process in developing team care (Quinlan & Robertson, 2013).

**Education at Hong Bang International University**

At Hong Bang International University (HIU, 2016), the training mode is a credit system. The program also devotes much time to students working in groups. Students must work together to complete study tasks. Clinical teaching is specialized education in the medical professions and is used extensively in a training program. In addition, nursing students need to attain standard outcomes of HIU as displayed on the school's website: "develop students with skills, knowledge and technology-applied competence, meeting the demands of the labour market, society, and international cooperation"(p. 1). Therefore, teamwork is not only the successful implementation of the expected outcome standard but also illustrates the expectations of the school.

Learning activities of students at HIU follow a specific plan depending on the content, programs, duration of training, and teaching methods of nursing faculty at the school. Learning tools include libraries, textbooks, skill labs, and other learning devices
to fit with each subject. The school not only teaches students about specialized knowledge but also skill and attitude in order that each student is able to become professional nurses in the medical field. Students at HIU are engaged in self learning and self studying in order to improve quality and capacity of nursing.

Hong Bang International University (2016) is a private university that was founded in 1997. It located in Ho Chi Minh City of South Vietnam. The university is comprised of three institutes and 14 different faculty groups representing more than 40 majors in many fields: medicine, nursing, odonto-stomatolgy, physiotherapy-rehabilitation, laboratory medicine, pharmacy, general education, electronics and automation, industrial design, architecture, biological and environmental science, informational technology, civil engineering, and physical and military education.

Nursing Education at Hong Bang International University

The nursing school at HIU (2016) was founded in 2008. It is a leading division of the Health Sciences Division and approved by the Ministry of Education and Training and the Ministry of Health. At present, the Faculty of Nursing has three training levels: a two-year postgraduate degree, a four-year Bachelor of Nursing degree program, and a three-year vocational training program. Each year, there are more than about 2,000 registered full-time and part-time students. Therefore, the nursing major has become the main source of nursing graduates for the healthcare system in the south of Vietnam.

The curriculum consists of three areas: basic sciences, prerequisite courses, and the traditional Bachelor of Science in Nursing degree. After HIU nursing students have learned theoretical knowledge in skills labs at school with a HIU teacher, they practice in many large medical facilities such as the Cho Ray hospital, Children 1 Hospital, Thong
Nhat Hospital, Hung Vuong Hospital, and the Women’s Hospital, all of which have modern technology.

**Problem Statement**

Although teamwork training for nursing students at HIU (2016) has been applied in the clinical nursing class and resulted in effective teamwork, it is difficult to help all students achieve success. Self-study about teamwork has limited effectiveness because successful group activities depend on many factors. Team recommendations included physical/structural, cognitive, psychological, social, cultural and professional and occupational components. A healthy work environment framework could be applied to develop and sustain best practices in interprofessional health care in the workplace (Registered Nurses' Association of Ontario, 2014). Trust, respect, and knowledge of each team member’s role are foundational competencies for practicing and collaborating effectively for interprofessional care (Marshall, Howell, Brazil, Howard, & Taniguchi, 2008; St. Joseph’s Health Centre, 2016). Therefore, nursing students need to learn teamwork skills in order to support them in developing team care in the future. Personal motivations and perceptions of power are essential for medical team member coordination, cooperation, and communication (Janss, Rispens, Segers, & Jehn, 2012). Quinlan and Robertson (2013) found physicians, nurses and other health professionals felt more competent in their own roles, more knowledgeable about the role of others in the continuum of care of patients/clients, and more confident and motivated in performing their tasks and communicating with other interprofessional members when they were trained and practiced in interprofessional program activities.
**Purpose of the Study**

The purpose of this study was to improve the design of educational programs for nursing students regarding teamwork. Teamwork training for nursing students has been applied at HIU (2016) but it has been difficult for all students to achieve success. The outcome of student awareness of teamwork has not been measured and was an issue that needed to be addressed to improve the learning experiences for students. The result of this study provided recommendations to improve the quality of training as well as serve as a basis for the successful design of an education program.

**Research Questions**

The following research questions guided this study:

Q1 Does awareness of nursing students lead to effective teamwork?
Q2 What related factors contribute to promoting the effectiveness of teamwork?
Q3 What relationships exist between the level of teamwork awareness of nursing students and the related factors?

**Theoretical Framework**

Teamwork has become the focus of teaching strategies in many countries around the world. Teamwork is based on the work of Abraham Maslow (1954), who proposed a hierarchy of needs theory. According to Maslow, motivation is the result of a person's attempt to fulfill five basic needs from low to high related to physiological, safety, social, esteem, and self-actualization. Indeed, human actions need satisfaction and fulfilling needs can encourage them to take action and change behavior (Maslow, 1954).

An additional theoretical framework is the learning pyramid (see Figure 1) developed by the National Training Laboratory (1960). The Learning Pyramid consists of
learning retention rates and a cited guide for teachers in order to design effective instruction in the classroom. Studies showed most students only remembered about 10% of what they read from textbooks but retain nearly 90% of what they learned through teaching others. Students using group discussion retained about 50% of the knowledge as this cooperative learning method helped to stimulate student thinking and participation, which led to greater retention of information and higher academic achievement. Therefore, group work is important for students to improve their retention related to their learning experience. The learning pyramid model suggested some methods that lead to deeper learning and longer-term retention for students (Masters, 2013).

Figure 1. The National Training Laboratory learning pyramid. Note: Sometimes the learning pyramid is shown with slightly different percentages (Letrud, 2012).

Maslow’s (1954) hierarchy of needs (see Figure 2) is extremely important in the classroom setting. If physiological needs are not met, students will not be able to
concentrate on learning. Safety needs help them feel secure physically, mentally, or emotionally. Everyone wants to be a member of a group; thus, they need to maintain trustful and respectful relationships with other people (Martin & Joomis, 2007). Therefore, social needs are essential to humans so they do not feel alone, isolated, and depressed (Maslow, 1954).

![Maslow's Hierarchy of Needs](image)

*Figure 2. Maslow's hierarchy of needs (Maslow, 1954).*

Similar to Maslow's (1954) theory, psychologist William Glasser's (1997) choice theory proposed five basic needs: survival, power, love and belonging, freedom, and fun. Choice theory is an internal psychological theory and also postulates that “fun is the genetic reward for learning” (Glasser, 1997, p. 41). Glasser also proposed the idea that the root problem of most unhappiness is unsatisfying or non-existent relationships.
Choice theory could be used in all aspects of human relationships including in schools, hospitals, and correctional institutions (Corey, 2013). Indeed, the most successful learning is achieved by lead teachers in classroom management. Glasser (cited in Charles, 2011) also emphasized quality in all aspects of teaching and learning with seven connecting habits established in caring relationships with students: caring, listening, supporting, contributing, encouraging, trusting, and befriending. Therefore, the success of education in school is not only in terms of academic achievement but also training that builds a spirit of cooperation. Relationships greatly contribute to the success of student learning. If students do not satisfy friendship and self-esteem needs, they might not be interested in learning that leads to success. Friends exchange and share to meet that demand, which assists learning and is the basis for cooperative learning (Glasser, 1997).

**Summary**

This chapter presented an overview of the background and significance of the thesis, which relates to education in the world and Vietnam. Further, the problem statement was presented, which focused on education at HIU (2016). The purpose of the study is to assess the knowledge of students regarding teamwork since the development of teamwork knowledge and skills is essential in today’s healthcare environment. The promotion of teamwork knowledge provides an effective strategy to develop a culture of collaboration for nursing students at HIU with the important goal of promoting interprofessional care.
CHAPTER II

LITERATURE REVIEW

Historical Background

Cooperative learning is one of the factors that help enhance effective learning outcomes. Psychologists have researched this concept from many different angles. In the first century, Marco Fabio Quintilian found that there are benefits to people saying what they understand to others (Johnson & Johnson, 1999). In the 17th century, Jan Amos Komenski (1592-1670) offered that students learned better when they learned from their friends. Educators mentioned benefits of group learning to create a favorable learning environment. At the end of the 13th century and at the beginning of the 14th century, Reverend Bebel and Joseph Lancaster British implemented teaching plans with small groups (Johnson & Johnson, 1999). The students were divided into groups for learning activities and results showed using group activities obtained good academic results because students could exchange, share, and help each other to discover and solve problems. Teamwork concepts were communicated quickly from Britain to the United States. Several respected experts such as John Dewey, Roger Parker, and Morton Deutch highlighted the social aspects of learning and also emphasized the role of teachers in the learning environment (Johnson & Johnson, 1999).

Psychologist Kurt Lewin (cited in Li & Zhen, 2006) examined the importance of cooperative behaviors; his conclusions provided the basic characteristics of developing teamwork skills. In 1992, research in cooperative learning had been undertaken in over
200 universities and colleges. Astin concluded that the interaction between students and teachers provided a clear basis to make positive changes for student's awareness at universities and colleges (Li & Zhen, 2006). In China, teamwork helped students develop learning skills and create equal and harmonious relationships among students (Li & Zhen, 2006).

In recent decades, Vietnamese researchers have studied student learning skills. The credit-based education system is changing and the role of the learner is promoted positively. Group learning is one form of learning to encourage positive learner outcomes. Teamwork has become popular and plays an indispensable role in college. An article by Huyen (2010), a master’s thesis by Giang (2006), and a master’s thesis by Quy (2009) are examples of recent studies on this topic. Therefore, it is essential to include teamwork in the education of students and meet current demands of education.

Nguyen Thi Thanh (2013) showed that team effectiveness is developed based on the perspectives of team members and project owners. Outcomes from this study promoted assessment and evaluation of team effectiveness through interviewing and surveying team members and teachers. Fifteen teachers were asked about teaching methods. Teachers in the study reported benefits of using the teamwork method for students so they will develop independent and creative thinking. Results indicated all of the teachers noted the important role group discussion had in promoting effective learning for their students. Students were divided into small groups to discuss an assigned topic, each group presented on the assigned topic, and the other groups commented. In addition, the teachers thought group discussion brought many advantages to students in building consensus. The 32-lesson observation also showed that teachers
used the group discussion method in 25 of 32 (78%) lessons with only 22% using other methods (Thanh, 2013). The students interviewed indicated it was not difficult to work in groups but they often had difficulty in agreeing on ideas. A student from the Faculty of Natural Sciences of Hong Duc University said, "When we discuss to give a unified opinion, you often try to convince others to do what you want." Another student said, "If we promote someone [to] become leader it will be rare exception to promote the leader again." The students agreed on the fact that team members must understand their role and responsibilities to the team. Thus, a consensus was needed and it was essential to agree on how to perform tasks in the group (Thanh, 2013).

**Teamwork**

**Overview of Teamwork**

As indicated by the Ministry of Health and Care Services (2007) regarding a national health plan for Norway, interprofessional collaboration is an element that promotes quality in healthcare services. The Ministry of Education in Vietnam needs to focus on interprofessional teamwork in healthcare education, especially clinical training.

The World Health Organization (WHO, 2011) highlighted the necessity of teamwork skills and recommended that educational programs must equip healthcare students with skills and ability of individual contributions to becoming effective team members. Teamwork is an indispensable element in human life. It happens in the family and in the larger society. According to Tuyen (2008), teamwork maintains the natural biological nature of people in society. The teamwork (2020) definition offered by the Business Dictionary is "Teamwork is the process of working collaboratively with a group of people in order to achieve a goal. Teamwork means that people will try to cooperate,
using their individual skills and providing constructive feedback, despite any personal conflict between individuals” (p. 1).

Teamwork concepts are incorporated to improve the effectiveness of teaching across the countries of the world and specifically in Vietnam. As reported by Tucker and Abbasi (2015), the teamwork learning experience increases the satisfaction of learning. Their research considered the relationships among architecture students' satisfaction with the processes and outcome of teamwork and five pedagogic factors teachers could control: team size, assessment, team formation, the teaching of teamwork skills and knowledge, and feedback on teamwork skills and processes. Understanding of the factors contributed to determine how teachers were able to improve team effectiveness in educational design to support learning skills for students in teams. This research confirmed that students perceived benefits of teamwork, which led to greater satisfaction among students.

Collaborative teaching and learning create an environment in which students share experiences and interact with their peers. This type of environment allows students to engage and involve themselves more actively in the learning process rather than be passive students. Several research studies were related to the use of group work in undergraduate educational programs and ways teachers created successful teaching plans (Barkley, Major, & Cross, 2014).

In Vietnam, teamwork has existed for a long time. Teamwork in teaching has been carried out in many different forms such as self-group manager, buddy pairs, club teams, etc. In the 1970s, teamwork concepts were strongly adopted but the teamwork movement was a spontaneous one without a science base at that time. The first benefit of
teamwork is it helps to increase group power as well as that of each member and creates opportunities to reach a common goal (Hung, 2010). Second, teamwork forms solid relationships within the team. Indeed, members of groups have to be aware of their responsibility in cooperating with others. Therefore, they experience solidarity, sharing, sympathy, mutual support, and learn to trust each other. The third benefit is teamwork can reduce stress and avoid haughtiness. Finally, the teamwork environment creates a comfortable psychological atmosphere such that students have the opportunity to reflect and express ideas (Hung, 2010).

Hung (2013) examined team skills and found the teamwork skill of students at Dong Thap University was quite weak not only in terms of learning but also as a collective activity. Hung concluded it was necessary to change the perceptions of students toward the values of cooperation and mutual help in learning, which is considered an indispensable requirement of practice (Hung, 2013).

**Constitutional Stages of Teamwork**

Kixegof (1997) divided the constitution of teamwork into five stages. The first stage is receiving guidance including the ways to recognize the purpose, meaning, requirements, and how to perform the action. Expressing the process and recreating the action is the second stage. The third stage includes having a thorough grasp of the action through observation. The next stage is characterized by practicing fluently. Finally, the fifth stage is applying creative experiences to other situations. Corresponding to the five stages are the five levels of skills of teamwork ranked from low to high: recognizing, representing, mastering, proficiency, and creativity. These skills are evaluated at three levels including correctness, proficiency, and efficiency (Anh & Chau, 2008).
Team Effectiveness

The concept of team and teamwork has been established and many studies have been conducted regarding the perception of team effectiveness. Group work is not simply dividing learners into groups to solve a difficult question but requires that students work together to complete their assignment effectively. Indeed, it is important for each member of team to know how to work together effectively (Gillies, 2007). Further, an effective team requires conditions and factors to ensure team members can adjust their tasks so they cooperate with respect for one another to achieve an intended goal.

Definitions of team effectiveness. Standard measures of team effectiveness are important in enhancing overall productivity. Team effectiveness has been defined by various researchers. According to Mohrman, Cohen, and Mohrman (1995), there are three aspects of team effectiveness. The first aspect is team performance wherein the group’s productive output meets the approval of its customers. The second aspect is interdependent functioning among team members such that the team is inter-reliant on one another. The third is team satisfaction with team membership.

Team effectiveness factors. Teachers provide learning tasks and situations for students. Therefore, teachers need to understand the difficulties students might encounter in the process of solving tasks. Additionally, teachers predict the existing skills of the students to assign appropriate tasks to stimulate their development, predict the expected time to complete that task, and the method of organizing operations to finish the mission. After the group is divided, the teacher guides students regarding assigned roles and tasks. Therefore, the characteristic of teamwork is group members rely on each other to
complete the task. Slavin (1990) proposed that teaching needs to have basic requirements such as team goals and objectives, team roles and responsibility, and team relationship.

The interaction and support between individuals in the group is very important for students so they can cooperate, discuss, exchange information, and share with each other their opinions under the supervision of instructors or teachers. Each member has two basic responsibilities. The first responsibility is performing the assigned tasks. The second task is helping team members complete their assigned tasks. Although they are interdependent in the group, each team member is individually responsible to perform their own tasks since they know they cannot rely on others to implement their part of the assignment successfully. Through identification of different factors associated with team effectiveness, the team has a general idea of which team effectiveness factors they need to be focused on to improve project performance. Recommendations for team effectiveness include the teamwork is carried out to evaluate its effectiveness including the spirit of cooperation of each member to discover their own ability, recognize personal responsibility, and avoid relying on others. Johnson and Johnson (1999) indicated team effectiveness elements were divided into groups:

- Team goals and objectives
- Trust and values within team project
- Team communication
- Team roles and responsibility
- Team relationship
- Team leadership.
This study evaluated student learning activities for elements related to teamwork to determine the influencing factors and propose solutions to improve learning quality and develop cooperative skills. These skills would enable students to enhance team effectiveness and act as an indicator of project performance to meet the training requirements of the nursing department.

**Input-Process-Output Model of Team Effectiveness**

Team effectiveness studies have resulted in team effectiveness models. Team effectiveness models are used to determine team effectiveness factors used to develop assessment tools. McGrath (1964) offered the input–process–output (IPO) model, which was the first model of team effectiveness (Mathieu, Maynard, Rapp, & Gilson, 2008). This model provides a framework for conceptualizing teams that suggests interactions and feedback between many contributing factors influence a team's productivity and cohesiveness (Salas, Goodwin, & Burke, 2009). According to Forsyth (2010), inputs include individual, team, and environmental factors. Processes are interactive operations with activities that mediate the connection between the input factors and the team's outcomes such as steps taken to plan activities, initiating actions, monitoring resources, monitoring progress, maintenance of interpersonal relationships, dealing with conflict, members' sense of commitment to the team. Outputs are the consequences of the team's actions or what they made, achieved, or accomplished. According to Landy and Conte (2009), outputs are also productivity/performance, member satisfaction, and innovation. Input affects the process that takes place in the classroom and this process also affects the output (Lynne & Judith, 2011). These three elements are closely interrelated. Feedback is also an important feature of the system because information from feedback not only...
improves input factors but also changes processes in education. Figure 1 provides the conceptual framework for the input–process–output model used for this study.

![Conceptual framework diagram]

*Figure 3.* Conceptual framework of input–process–output model (Adapted from Sylvia & Barr, 2010).

**Summary**

This chapter provided evidence of the advantages and disadvantages related to nursing students learning by groups as well as factors contributing to perceptions of individuals regarding teamwork. Indeed, teamwork could improve their skills to build an effective learning environment through a network of relevant factors. This study was implemented among nursing students at HIU who learned the fundamental practices for
nursing and had regular teamwork activity, experiencing both the opportunities and challenges in nursing classes and clinical learning.
CHAPTER III

METHODOLOGY

Introduction

This chapter describes the methods of this study. The research questions, data collection and handling procedures, and data analysis procedures are also presented. Information on the protection of human subjects is also described.

Research Design

This study was conducted using a cross-sectional study design. This study explored knowledge, attitudes, and behaviors regarding the effectiveness of teamwork and related factors. This information formed a basis for improving the design of educational programs for nursing students regarding teamwork.

Population Sample

Convenience sampling was used. The population of this study consisted of third-year and final-year nursing students participating in Bachelor of Nursing programs at HIU. These students were learning fundamental nursing subjects in class and the skills lab at HIU as well as in the clinical environment at the hospital. The students ranged in age from 18- to 25-years-old. They had had courses in physical development and personal and social psychology. Students in the sample were willing to participate. Students who did not agree to participate in the research were excluded. Also, students who did not complete the survey questionnaire were not included.
A survey was administered among nursing students at HIU who had learned the fundamental practices of nursing and regularly participated in teamwork activity. The questionnaire served as the study tool; it measured nursing students' awareness about teamwork in a practice environment.

**Reliability of the Instrument**

For an instrument to be valid, it needs to be reliable. The closer the value of the Cronbach’s alpha coefficient to 1.0, the more reliable the instrument. Reliability estimates between 0.70 and 0.60 are considered acceptable. An $\alpha$ value equal to or greater than .70 is considered satisfactory. The survey developed by Huyen (2010) included 33 items on participants’ awareness level about effective teamwork role and related factors on effective teamwork. For this study, the questionnaire was assessed for content validity; in terms of reliability, the Cronbach's alpha was .95.

**Variables Collected**

Data on the following demographic variables were collected:

- Gender—a dichotomous variable with values: male and female.
- Hometown—a place of birth noted with variable identifier values.
- Academic level—the highest level of qualification, i.e., placement in the curriculum: junior and senior.
- Age—a continuous variable expressed as the current age of a person. Age is calculated by subtracting year of birth from date of the interview with the students.
Data on variables related to teamwork were collected. According to Azmy (2012), the variables and their definitions included:

- **Team goals, objectives, roles, and responsibility** are the degree and type of interdependence in work groups that stem from several sources including the differentiation of roles, the distribution of skills and resources, and the manner in which goals were defined and achieved.

- **Trust and values within the project team** are depicted as a psychological state involving expectations and feelings that lead to judgments about the trustworthiness of others as either rational or relational choice behavior that puts these expectations and feelings into observable action. Team values developed help to shape the overall culture of a team.

- **Team communication** is the sharing of information between two or more individuals or groups to reach a common understanding. It is important that the information or ideas conveyed must be understood.

- **Team relationship** is a dynamic process reflected in the tendency for a group to stick together and remain united in the pursuit of goals and objectives. It can be described based on team type, structure, affinity and bonds, as well as how well the team manages conflict.

- **Team leadership** is the degree and type of interdependence in work groups that includes the differentiation of roles, the distribution of skills and resources, the manner in which goals are defined and achieved, and the manner in which performance is rewarded and feedback is given.
**Data Collection and Analysis**

The researcher met with sample participants at HIU and explained the purpose, methods, and conduct of the study. If students agreed to participate, they signed two of the same consent forms including one for the researcher and one for them to keep (see Appendix A). The questionnaire was distributed and included six categories with 35 questions (see Appendix B). A 5-point Likert scale was used to measure students’ awareness. Higher scores indicated a high awareness regarding teamwork for each subscale. After the data collection process was complete, the data were entered into SPSS version 20 for analysis.

**Research Ethics**

Permission to use the questionnaire was given by Huyen (see Appendix C). The research was approved by the Institutional Review Boards of University of Northern Colorado and Hong Bang International University (see Appendices D and E). This study consisted of observations with interviews of students using the questionnaire. Ethics criteria for both institutions were enforced. The first criterion was participation was voluntary, meaning participants could decide not to participate in this study or if they began participation, they could decide to stop and withdraw at any time. The decision of participants was respected and all responses were kept confidential and anonymous. For the second criterion, all study data and information were kept securely on a thumb drive in a locked drawer in a locked cabinet. A final criterion was met by ensuring there were no anticipated risks by participation in this survey.
Summary

This chapter briefly described the steps to implement the study. Following analysis, the results could contribute significantly to designing educational programs for effective teamwork.
CHAPTER IV
RESULTS

This chapter presents the results of the study to address the research questions described in previous chapters. The chapter begins with a brief description of the analysis process including demographic statistics and results of measuring the reliability of the scales. This statistical analysis contributes to the evaluation of nursing students regarding their knowledge of team effectiveness.

Demographic Characteristics

For this research study, 130 third- and final-year nursing students at HIU were invited to participate. However, 129 students actually agreed to participate in the survey. The data were gathered through face-to-face surveys after the necessary permissions were given. Of the total sample, 54.3% were third year nursing students and 45.7% were final-year nursing students. All participants completed the questionnaires fully and participation rate accounted for 99.2% of the available population. The majority of the survey participants were female students, n = 80 (78.3%). The geographic distribution of students was mostly in rural areas (53.3%) with 46.5% from urban areas.

In Vietnam, students must take the Vietnam High School Graduation Exam administered by the Ministry of Education and Training of Vietnam. After students graduate from high school, they attend college. The age of students in university programs usually ranges from 18 to 23-years-old. Therefore, the majority of survey participants in this study were young individuals, consistent with the university age in
Vietnam. According to the results of this study, the proportion of students aged 22-years-old was 44.2%, followed by students aged 21-years-old at 37.2%. Only 10 students (8%) were older than 23 years. Table 1 provides the demographic characteristics of the participants.

Table 1

*Demographic Characteristics*

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Junior</td>
<td>70</td>
<td>54.3</td>
</tr>
<tr>
<td>Senior</td>
<td>59</td>
<td>45.7</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>28</td>
<td>21.7</td>
</tr>
<tr>
<td>Female</td>
<td>101</td>
<td>78.3</td>
</tr>
<tr>
<td>Hometown</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>60</td>
<td>46.5</td>
</tr>
<tr>
<td>Rural</td>
<td>69</td>
<td>53.3</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>48</td>
<td>37.2</td>
</tr>
<tr>
<td>22</td>
<td>57</td>
<td>44.2</td>
</tr>
<tr>
<td>23</td>
<td>14</td>
<td>10.9</td>
</tr>
<tr>
<td>&gt;23</td>
<td>10</td>
<td>7.8</td>
</tr>
</tbody>
</table>

*N = 129*
Quantitative Findings

Nursing Students' Awareness About Effective Teamwork

The majority of students demonstrated a high level of knowledge about teamwork. Approximately 89.1% nursing students chose the “often” and “always” level in answer to questions regarding their knowledge of teamwork concepts, followed by the “sometimes” and “rarely” level consisting of approximately 10.1% (n = 13) of students, and only one student accounted for the lowest level (0.8%). Almost all nursing students reported knowing about teamwork. In fact, the scores students gave to this question resulted in a mean of 4.19 (see Table 2).

Table 2

Student Awareness of Teamwork Concepts

<table>
<thead>
<tr>
<th>Level of Knowledge</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Rarely</td>
<td>2</td>
<td>1.6</td>
</tr>
<tr>
<td>Sometimes</td>
<td>11</td>
<td>8.5</td>
</tr>
<tr>
<td>Often</td>
<td>72</td>
<td>55.8</td>
</tr>
<tr>
<td>Always</td>
<td>43</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Therefore, the results of the present study demonstrated that teamwork knowledge was reported as high by nursing students. Students had learned the teamwork method
used in college. Teamwork skill played an important role in the educational program especially among the nursing students because they applied it in their theoretical studies at school but also in the hospital environment.

When learning teamwork skills at school, nursing students also had the opportunity to practice and work in teams as nurses in medical facilities where they might have had difficulty implementing skills. However, if students acquired teamwork skills, they were ready to solve challenges in their clinical assignments.

**The Role of Teamwork**

Table 3 shows that among the 129 participants, 92 (71.3%) students evaluated the role of teamwork as "Extremely important" and "Very Important." Approximately 27.1% of students rated the role of teamwork as "Moderately Important" and only two students (1.6%) rated the role of teamwork as "Slightly Important."

The results of the present study demonstrated that no student chose the response "Not at all Important." Most students reported that teamwork in nursing was very important. They considered teamwork indispensable for nursing students in college and were aware it would be difficult for nursing students to work together without teamwork. Nursing students in this study were aware of the role of teamwork in the learning process (see Table 3). The learning environment changes between nursing school and the clinical environment. To maximize their ability to learn nursing care in the clinical environment, students need to cooperate.
Table 3

Students’ Awareness of the Role of Teamwork

<table>
<thead>
<tr>
<th>Level</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all Important</td>
<td>0</td>
<td>0.00</td>
</tr>
<tr>
<td>Slightly Important</td>
<td>2</td>
<td>1.60</td>
</tr>
<tr>
<td>Moderately important</td>
<td>35</td>
<td>27.1</td>
</tr>
<tr>
<td>Very Important</td>
<td>54</td>
<td>41.9</td>
</tr>
<tr>
<td>Extremely Important</td>
<td>38</td>
<td>29.5</td>
</tr>
</tbody>
</table>
M = 3.99

Students’ Interest in Teamwork Skills Training

In response to the question "To what extent are you interested in training teamwork skills," students reported a high positive assessment. Approximately 72.9% indicated "Very Interested" and "Extremely Interested." The proportion responding "Moderately Interested" was about 23.3% with only 3.9% answering "Not at all Interested" and "Slightly Interested." The mean response to this question was 3.87 (see Table 4). Having teamwork skill helps students become more confident in themselves and in communicating together to maintain a positive learning experience. The results confirmed that students were interested in learning about teamwork skills.
Table 4

*Extent Students Were Interested in Teamwork Skills Training*

<table>
<thead>
<tr>
<th>Level</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all Interested</td>
<td>2</td>
<td>1.6</td>
</tr>
<tr>
<td>Slightly Interested</td>
<td>3</td>
<td>2.3</td>
</tr>
<tr>
<td>Moderately Interested</td>
<td>30</td>
<td>23.3</td>
</tr>
<tr>
<td>Very Interested</td>
<td>69</td>
<td>53.5</td>
</tr>
<tr>
<td>Extremely Interested</td>
<td>25</td>
<td>19.4</td>
</tr>
</tbody>
</table>

\[ M = 3.87 \]

**Nursing Students' Awareness Level Regarding Effective Teamwork**

The effective teamwork subscale included eight items that related to nursing students' awareness of developing teamwork skills. Students give high levels of positive assessment with items belonging to this subscale. No student chose the level of "Strongly Disagree," "Disagree," or "Neutral." This result showed all participants realized the importance of effective teamwork.

Figure 4 shows the mean values of questions on the effective teamwork subscale with means ranging from 4.0 to 4.26. The highest score belonged to B1 \((M = 4.26)\) regarding “Creating a collective strength to solve learning problems together,” which was scored at "Strongly Agree." The second highest position was for B5: “Assist students in long-term and in-depth understanding of a subject matter" with a mean of 4.17. In contrast, the lowest rating belonged to B2, which was rated at a level of "Agree" with a mean of 4.0: "Help students approach to the examination method and explore science."
Other items at the "Agree" level were B3 ($M = 4.05$), B8 ($M = 4.12$), B4 ($M = 4.13$), B7 ($M = 4.15$), and B6 ($M = 4.16$).

![Mean of each item](image)

*Figure 4.* Mean of each item for effective teamwork subscale.

**Nursing Students' Awareness About Factors Related to Effective Teamwork**

There were six subscales regarding related factors (see Table 5). Table 6 displays scores ranging from 18 to 107 with a mean of $58$ ($SD = 9.56$, range = 88). The total score ranged from 22-110 points. These results demonstrated students' awareness of factors related to effective teamwork were higher than mid-range. Contributing factors related to
effective teamwork section of the questionnaire were divided into six categories including team common goals and objectives, trust and values within team project, team communication, team role and responsibility, team relationship, and team leadership. Each subscale was comprised of questions using a Likert-type scale.

Table 5

*Factors Related to Effective Teamwork*

<table>
<thead>
<tr>
<th>Subscale</th>
<th>Number of items</th>
<th>Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Team common goals and objectives</td>
<td>4</td>
<td>C1.1, C1.2, C1.3, C1.4</td>
</tr>
<tr>
<td>2. Trust and values within team project</td>
<td>5</td>
<td>C2.1, C2.2, C2.3, C2.4, C2.5</td>
</tr>
<tr>
<td>3. Team communication</td>
<td>3</td>
<td>C3.1, C3.2, C3.3</td>
</tr>
<tr>
<td>4. Team role and responsibility</td>
<td>3</td>
<td>C4.1, C4.2, C4.3</td>
</tr>
<tr>
<td>5. Team relationship</td>
<td>4</td>
<td>C5.1, C5.2, C5.3, C5.4</td>
</tr>
<tr>
<td>6. Team leadership</td>
<td>3</td>
<td>C6.1, C6.2, C6.3</td>
</tr>
</tbody>
</table>
### Table 6

*Descriptive Statistics of Related Factors on Effective Teamwork*

<table>
<thead>
<tr>
<th></th>
<th>Range</th>
<th>Minimum</th>
<th>Maximum</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common team goals and objectives</td>
<td>16</td>
<td>4</td>
<td>20</td>
<td>15.87</td>
<td>1.535</td>
</tr>
<tr>
<td>Trust and values within team project</td>
<td>21</td>
<td>4</td>
<td>25</td>
<td>22.23</td>
<td>2.329</td>
</tr>
<tr>
<td>Team communication</td>
<td>11</td>
<td>2</td>
<td>13</td>
<td>11.44</td>
<td>1.303</td>
</tr>
<tr>
<td>Team role and responsibility</td>
<td>11</td>
<td>3</td>
<td>15</td>
<td>13.88</td>
<td>1.486</td>
</tr>
<tr>
<td>Team relationship</td>
<td>16</td>
<td>3</td>
<td>19</td>
<td>15.67</td>
<td>1.177</td>
</tr>
<tr>
<td>Team leadership</td>
<td>13</td>
<td>2</td>
<td>15</td>
<td>11.49</td>
<td>1.732</td>
</tr>
<tr>
<td>Total</td>
<td>88</td>
<td>18</td>
<td>107</td>
<td>90.58</td>
<td>9.562</td>
</tr>
</tbody>
</table>

**Subscale 1: Common team goals and objectives.** The first subscale contained four items. The questions for this subscale were about common team goals and objectives related to effective teamwork. In this subscale, the total score ranged from 4 to 20 with a mean of 15.87 (SD = 1.5 and range = 16). The majority of the students rated the items belonging to this factor at a high level.

Figure 5 provides information about the average value of the four questions of the common team goals and objectives subscale. The highest score belonged to C1.4 (M = 4.04): “Team is committed to team common goals and objectives.” Following this item, C1.1 was rated at the second highest level (M = 3.96): “Team agrees upon common team goals and objectives.” The lowest score belonged to C1.2 (M = 3.92): “Team understands common team goals and objectives.”
Subscale 2: Trust and values within team project. With total of five questions, this subscale’s scores ranged from 5 to 25. The results indicated scores of 4 to 25 with a mean of 22.23 ($SD = 2.32$ and range = 21), which showed a high level of agreement with the items in this subscale.

As is seen in Figure 6, C2.5 had the highest rating ($M = 4.78$): “Team members discuss the assignment and do not criticize the expositors.” Next were C2.3 ($M = 4.49$): “Team members share information and support among each other”; C2.1 ($M= 4.36$): “All team members are treated with respect”; C2.4 ($M = 4.33$): “All team members trust each other”; and C2.2 ($M = 4.27$): “Trust is an important component within team.”
Figure 6. Mean of each item in the trust and values within team project subscale.

Subscale 3: Team communication. This subscale had three questions with a possible range of 3 to 15. In Figure 7, this subscale ranged from 3-15 points with a mean of 11.44 (SD = 1.30 and range = 11), representing a high rating at the "Agree" level. Figure 7 also depicts the means for each question of the team communication subscale.

The highest ranked question was C3.3 (M = 3.87): "Team members participate in team discussions." Next highest ranked question was C3.1 (M = 3.82): “Interactive communication avails within the team.” This was followed by question C3.2 (M = 3.75): "Team members are honest with each other." The average rating for questions in this subscale was at the "agree" level.
Subscale 4: Team role and responsibility. This subscale had three items with possible scores ranging from 3 to 15 points. Results for this subscale were at the highest level with a mean of 13.88 ($SD = .48$ and range = 11). As seen in Figure 8, the highest score belonged to C4.3 with a mean of 4.71: “Team members are willing to solve unforeseen problems that need immediate attention.” The second highest score was for C4.2 ($M = 4.64$): "Team members agree upon assigned roles and responsibilities," which was followed by C4.1 ($M = 4.53$): "Team members are clear on individual role in relations to perform the tasks."
Subscale 5: Team relationship. Results regarding this subscale demonstrated a high level of agreement on the items related to team relationships. With four questions, scores could range from 4 to 20. This subscale achieved a score of 3-19 with a mean of 15.6 (SD = 1.17 and range = 16). Figure 9 shows students scored C5.4 ($M = 3.99$) the highest: "Team members care about each other." The second highest scores were for C5.1 and C5.3 both with the same mean of 3.90, stating respectively: “When conflicts arise in the team, all team members are committed to solve them” and “Effective conflict management is exercised within the team.” The lowest scoring question was C5.2 ($M = 3.88$): "When conflicts arise in the team, team members argue without any offence".

Figure 8. Mean for each item in the team role and responsibility subscale.
Subscale 6: Team leadership. The team leadership subscale had three questions with scores ranging from 3 to 15 points. Student ratings reported a mean of 11.4 ($SD = 1.73$ and range = 12). Figure 10 shows the mean for each item in the team leadership subscale was at the “agree” level. The highest score belonged to item C6.2 ($M = 3.85$): “Team's expectations are clarified with the concept of shared leadership.” The second highest level with a mean of 3.81 belonged to two questions. The first was C6.1: "The shared leadership helps team members make decision within the team." The second was for C6.3: "Team members provide input/thoughts throughout the project."
Nursing Student’s Awareness of Effective Teamwork

Using statistical analysis was necessary to determine a correlation between different age groups. Therefore, a one-way analysis of variance (ANOVA) was used assuming the variances within the groups compared were similar. In SPSS 2.0, Levine’s test of homogeneity of variances was used to determine tests of similar variances. If the significance value was determined to be greater than 0.05, then homogeneity of variances was assumed and a one-way ANOVA test was used. Checking the correlation between age group and student’s awareness of effective teamwork, the $p$-value of the Levene test was greater than 0.05. In Table 7, the ANOVA test ($F = 3.607, p < 0.05$) was demonstrated. This showed a statistically significant difference in students’ perceptions by age group.
An independent sample t-test was used to check the correlation between gender and student’s awareness. The \( p \)-value of the Levene test was > 0.05. Therefore, this provided evidence of equal variances assumed. Table 8 displays a \( p \)-value (2-tailed) of an independent sample t test > 0.05, showing no statistically significant difference between student’s awareness and gender.

For the hometown variable, an independent sample t test was also used. As shown in Table 8, the \( p \)-value of the Levene test was \( F = 0.309, > 0.05 \). This result provided evidence of equal variances assumed. A \( p \)-value (2-tailed) of an independent sample t-test > 0.05 indicated no statistically significant difference between students’ perceptions and hometown.
Table 8

Correlation Test Results Regarding Effective Teamwork, Gender, and Hometown

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>M</th>
<th>Levene’s Test</th>
<th>Independent Sample t-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male:28</td>
<td>28</td>
<td>4.09</td>
<td>F=0.037</td>
<td>Sig.(2-tailed)=0.116</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sig.=0.847</td>
<td>(Equal variances assumed)</td>
</tr>
<tr>
<td>Female:101</td>
<td>101</td>
<td>4.16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hometown</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rural: 69</td>
<td>69</td>
<td>4.25</td>
<td>F = 0.309</td>
<td>Sig.(2-tailed)=0.378</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sig.=0.579</td>
<td>(Equal variances assumed)</td>
</tr>
<tr>
<td>Urban: 60</td>
<td>60</td>
<td>Female: 4.09</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Nursing Student’s Awareness of Related Factors Affecting Effective Teamwork

Six factors were proposed to affect effective teamwork including common team goals and objectives, trust and values within the team project, team communication, team role and responsibility, and team relationship. Correlation between these related factors of effective teamwork and gender, academic level, hometown, and age was examined through further analysis. The p-value of the Levene test provided evidence for measuring the correlation. The results showed a statistical significance (p < 0.05) in the related factors of effective teamwork and age.

One-way analysis of variance was chosen to examine the possible relationship among trust, values within the team project, and age. In the test of homogeneity of variances, the p-value of the Levene test was greater than 0.05. Therefore, a one-way ANOVA test was used. In Table 9, the ANOVA test results are displayed (F = 0.643, p > .05). This indicated a statistically significant difference in the trust and values within the
team project with effective teamwork and age; students aged 23 years old had a higher mean than the 22 years and other age groups.

Table 9

*Correlation Test Results Regarding Trust and Values Within Team Project with Effective Teamwork and Age*

<table>
<thead>
<tr>
<th></th>
<th>Levene Test</th>
<th>ANOVA Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Levene =1.558 Sig. =0.203</td>
<td>F= 3.643 Sig. =0.015</td>
</tr>
</tbody>
</table>
CHAPTER V

DISCUSSION

Introduction

Chapter V presents a discussion of the results reported in previous chapters and in answer to the research questions. Recommendations are proposed to improve the quality of nursing education at HIU in particular and in Vietnam, generally. Using information regarding nursing students’ awareness about effective teamwork and related factors from this study, a teaching plan will be designed to create an effective learning environment.

Quantitative Findings

The overall results of the study showed students’ awareness about effectiveness of teamwork and related factors was quite positive. These results were consistent to those from Huyen’s (2010) study. Results confirmed that students had a high level of interest in developing teamwork skills as reported by a high level of positive assessment on the six categories of common team goals and objectives, trust and values within the team’s work, team communication, team role and responsibility, team relationship, and team leadership. The highest and second highest levels of evaluation of HIU nursing students were for items related to team role and responsibility and trust and values within team project factor, respectively. These findings supported that a strong sense of personal responsibility would be helpful in developing effective teamwork. Further, students need to learn that support, trust, and respect for each team member enable effective collaboration. Similar to Huyen’s results, the students’ ratings for common team goals
and objectives was at the highest level. Nursing students apply teamwork not only at school in didactic classes but also in the hospital environment. Thus, the various aspects of team function, particularly related to team role and responsibility and trust and values within team project work, are very important for student nurses to support and continue to develop as they begin practice as nurses.

**Reliability of the Findings**

The overall Cronbach’s alpha for the questionnaire in this study was 0.79. Therefore, the questionnaire was determined to be suitable for nursing students at HIU. This study and the measurement instrument were reliable in measuring students’ opinions regarding awareness and characteristics of effective teamwork.

**Application of Theoretical Framework**

Learner’s awareness is an important factor in student learning. This study clearly showed that nursing students at HIU had a high level of self-awareness about the use and benefits of teamwork in learning. Therefore, developing teamwork within the college was effective and consistent with the learner-centered method.

Factors related to effective teamwork were examined in this study. Students gave the highest score for team role and responsibility. The second highest score was related to trust and values within team project and work. This shows that personal responsibility and trusting others in learning were considered very important for effective teamwork. A statistically significant relationship was found for the trust and values within team project factor regarding students’ perspectives of effective teamwork and age.
Limitations

This study was limited by the use of a teamwork questionnaire that was not designed specifically for nursing students. Although the number of participants was representative of nursing students at HIU, results cannot be generalized to Vietnamese nursing education. Expanding data collection using open questions to interview students could have provided additional information to more completely assess students’ awareness of teamwork; however, meeting participants directly would have been difficult to plan in terms of locating students and time for interviews. Therefore, further research might include gathering qualitative data in order to analyze specific issues.

Recommendations for Future Research and Nursing Education

Recommendations to improve the quality of nursing education in Vietnam as well as at HIU include recommendations for future research and for nursing education. Most universities in Vietnam use teamwork in the learning process. Therefore, determining nursing students’ awareness about teamwork at different universities could be studied with results supporting improved educational design for use of teamwork in student learning. Research needs to be conducted on a larger scale, not only with nursing students but also other medical universities. Further research should include qualitative study and could focus on direct observation of student practice regarding teamwork. In terms of nursing education, the results of this study could be used to propose recommendations for training and development of teamwork for nursing students at HIU. This study showed that nursing students at HIU were aware of the role of teamwork in learning process. Thus, developing student awareness of how they learn effectively using teamwork should be an important component of student orientation. The school needs to
have a first-year student orientation plan and HIU's learning program in recent years has included a Career Orientation course. Through this course, students have a chance to meet and exchange learning experiences with educators and students who are their second, third, and final years of study. Finally, students could visit some clinical settings as well as large hospitals/clinics in Ho Chi Minh City, which could lead to a deeper understanding about nursing teamwork in the workplace.

Nursing faculty need to encourage use of small groups to promote students working and developing their roles in groups. Additionally, faculty could mix students into different groups so they could work with all members of the class. Teachers would guide, observe and evaluate student tasks in teamwork processes and help them reflect among their groups about their teamwork experience.

Furthermore, HIU could work to organize extracurricular activities outside of class so students could relax and spend time with friends. This could be a great opportunity for students to learn from their friends, develop teamwork skills, and discover similar career interests. Some possible student activities such as visiting nursing homes and volunteering in an outpatient clinic would be meaningful ways to start career planning and appreciation of teamwork in healthcare systems.

A nursing school-hospital cooperation club was established by Nursing Faculty of HIU in 2018. The aim of this organization was to develop cooperation between nursing school and hospitals/clinics in Ho Chi Minh City about nursing education and practice. Participants are medical and nursing staff, students, and interested people in the medical field. In this club, nurses from hospitals, nursing educators, and mentors share current clinical knowledge from research studies and also the challenges and difficulties about
nursing education and the practice field. Indeed, the success of the conference sponsored by this club has confirmed the importance of collaboration as well as helped students have a specific awareness of the benefits of cooperation.

**Recommendations for Nursing Students**

Students need to be more proactive in and have responsibility for their learning path both with positive interdependence and individual accountability. Sharing difficulties with teachers and friends is important as students need to be supported in finding solutions to problems when they cannot handle these problems independently. Finally, students need to support, trust, and show respect to each team member in order to collaborate effectively for interprofessional care.

**Conclusion**

This study provided information about the awareness of nursing students about effective teamwork and factors influencing effective teamwork. Study results indicated the nursing students were very aware of their roles as team members. The study results indicated increased awareness of effective teamwork among nursing students and provided support for plans to improve education about teamwork among nursing students.

This research confirmed that students perceived the benefits of teamwork. In addition, teamwork in learning shifted the focus of activity from the teacher to students to develop learner autonomy and independence. Therefore, training in teamwork skills would be a key process of developing team skills for nursing students at HIU in the future.
Understanding of factors related to effective teamwork contributed to determining how teachers could improve design of learning experiences to develop and support learning skills about teamwork. These improved educational experiences would foster student independence and create a comfortable psychological environment where students can reflect and express their ideas.
REFERENCES


APPENDIX A

CONSENT FORM FOR HUMAN PARTICIPANTS
IN RESEARCH: ENGLISH AND VIETNAMESE
CONSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH

UNIVERSITY OF NORTHERN COLORADO

HONG BANG INTERNATIONAL UNIVERSITY

Project Title: Nursing students’ awareness about the effective teamwork and related factors

Researcher: Nguyen Thi Tuong Vi, BSN, Hong Bang International University

E-mail: nguy1204@bears.unco.edu

Purpose and Description:

You are invited to participate in a research study conducted by Nguyen Thi Tuong Vi. The purpose of this research is to gather information the nursing student’s awareness about the effective teamwork and related factors. This research is conducted with the approval of the Nursing Faculty, Hong Bang International University, Ho Chi Minh city, Vietnam.

Your participation will involve answering questions in the survey to give your opinion about the effective teamwork and related factors. Estimated time to complete the survey is about 30 minutes.

Risks and discomforts

There are no known risks associated with this research. The survey does not include the names of participants. The results of this study will be kept confidential and will not affect participant’s academic grades in Hong Bang International University.

Potential benefits

There are no known economic benefits to you that would result from your participation in this research.

The quality of nursing education at Hong Bang International University may benefit from your opinions.

Protection of confidentiality

Protective of confidentiality for the subjects: Surveys will use coding information to identify the participants; names will not be used. Identifying information about the participants will not be used in any publication of the results; results will be reported as group data only.
Voluntary participation

Your participation in this research study is voluntary. You may choose not to participate and you may withdraw your consent to participate at any time. You will not be penalized in any way should you decide not to participate or to withdraw from this study. Your decision will be respected and will not result in loss of benefits to which you are otherwise entitled. Having read the above and having had an opportunity to ask any questions, please sign below if you would like to participate in this research. A copy of this form will be given to you. If you have any questions about your selection or treatment as a research participant, please contact the Office of Research, Kepner Hall, University of Northern Colorado, Greeley, Colorado, 80639, 970-351-1910.

Contact information

If you have any questions or concerns about this study or if any problems arise, please contact

Researcher: Ms Nguyen Thi Tuong Vi at email address: nguy1204@bears.unco.edu

Advisor: Dr Faye, Hummel at email address: Faye.Hummel@unco.edu

_________________________________________
Subject’s Signature                    Date

_________________________________________
Researcher’s Signature                Date
Tên đề tài: Nhận thức sinh viên điều dưỡng về việc học nhóm và các yếu tố liên quan

Nhà nghiên cứu: Nguyễn Thị Tường Vi, Đại Học Quốc Tế Hồng Bàng

Số điện thoại: +8438 8462 842 E-mail: nguy1204@bears.unco.edu

Mục đích và mô tả:

Mỗi các bạn tham gia vào một nghiên cứu được thực hiện bởi Nguyễn Thị Tường Vi. Mục đích của nghiên cứu này là thu thập thông tin về nhận thức của sinh viên điều dưỡng trong việc học nhóm và các yếu tố liên quan. Nghiên cứu này được thực hiện với sự chấp thuận của Khoa Điều dưỡng, Đại học Quốc tế Hồng Bàng, thành phố Hồ Chí Minh, Việt Nam.

Sự tham gia của bạn sẽ liên quan đến việc trả lời các câu hỏi trong khảo sát để đưa ra ý kiến của bạn về hiệu quả việc học nhóm và các yếu tố liên quan. Thời gian dự kiến để hoàn thành khảo sát là khoảng 30 phút.

Sự rủi ro và khó chịu

Không có rủi ro được biết đến liên quan đến nghiên cứu này. Cuộc khảo sát không yêu cầu nền tên của người tham gia. Kết quả của nghiên cứu này sẽ được giữ bí mật và sẽ không ảnh hưởng đến điểm số học tập của người tham gia tại Đại học Quốc tế Hồng Bàng.

Lợi ích

Không có lợi ích kinh tế nào đối với những sinh viên khi tham gia vào nghiên cứu này. Chất lượng giáo dục điều dưỡng tại Đại học Quốc tế Hồng Bàng có thể được hưởng lợi ích từ ý kiến của bạn.

Bảo mật thông tin

Bảo vệ thông tin cho người tham gia: Các cuộc khảo sát sẽ sử dụng thông tin mã hóa để xác định người tham gia; tên sẽ không được sử dụng. Thông tin về những người tham gia sẽ không được sử dụng trong bất kỳ công bố kết quả nào; kết quả sẽ chỉ được báo cáo dưới dạng dữ liệu nhóm.

Tự nguyện tham gia

Sự tham gia của bạn trong nghiên cứu này là tự nguyện. Bạn có thể không tham gia hoặc rút lại sự đồng ý tham gia bất cứ lúc nào. Bạn sẽ không bị phạt khi từ chối tham gia hoặc rút khỏi nghiên cứu này. Quyết định của bạn sẽ được tôn trọng và sẽ không làm mất lợi ích mà bạn được hưởng. Nếu không có bất kỳ câu hỏi nào, vui lòng ký tên bên dưới nếu bạn muốn tham gia vào...

Contact information

Nếu bạn có bất kỳ câu hỏi hoặc quan tâm về nghiên cứu này hoặc nếu có bất kỳ vấn đề phát sinh, xin vui lòng liên hệ

Nhà nghiên cứu: Bà Nguyễn Thị Trưởng Vi tại địa chỉ email: nguy1204@bears.unco.edu

Nhà có vấn: Giáo sư Faye, Hummel tại địa chỉ email: Faye.Hummel@unco.edu

<table>
<thead>
<tr>
<th>Chữ ký người tham gia</th>
<th>Ngày</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chữ ký nhà nghiên cứu</th>
<th>Ngày</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX B
RESEARCH QUESTIONNAIRE
STUDY SURVEY

This survey is only used for a research purpose. The study aims to develop effective learning skills and identify the impact of teamwork on students of Hong Bang International University. Please read the following questions and give your response by putting a cross (X) in the appropriate box.

Your opinion is a valuable contribution to scientific research.

I. PERSONAL INFORMATION

1. Gender □ Male □ Female
2. Academic level □ Junior □ Senior
3. Home town □ rural □ Urban
4. Age □ 21 □ 22 □ 23 □ >23

II. DETAIL INFORMATION

A. Please cross the below answer which most closely matches your opinion.

A1. Do you know about teamwork skill?
   □ Never
   □ Rarely
   □ Sometimes
   □ Often
   □ Always

A2. In your opinion, how is the role of teamwork in students now?
   □ Not at all important
   □ Slightly important
   □ Moderately important
   □ Very important
   □ Extremely important

A3. To what extent are you interested in training teamwork skills?
   □ Not at all important
   □ Slightly important
   □ Moderately important
   □ Very important
   □ Extremely important
B. Please cross (X) the answers below which most closely match your opinion regarding to your needs towards developing teamwork learning skills

<table>
<thead>
<tr>
<th></th>
<th>The effective team is likely to</th>
<th>Degree level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>B1</td>
<td>Create collective strength to solve learning problems together.</td>
<td></td>
</tr>
<tr>
<td>B2</td>
<td>Help students approach to the examination method and explore science.</td>
<td></td>
</tr>
<tr>
<td>B3</td>
<td>Help students meet professional requirements future career.</td>
<td></td>
</tr>
<tr>
<td>B4</td>
<td>Build an equality, solidarity and friendly environment in class.</td>
<td></td>
</tr>
<tr>
<td>B5</td>
<td>Assist students in long-term and in-depth understanding of a subject matter.</td>
<td></td>
</tr>
<tr>
<td>B6</td>
<td>Develop observation, processing and problem-solving skills</td>
<td></td>
</tr>
<tr>
<td>B7</td>
<td>Develop the student positive learning</td>
<td></td>
</tr>
<tr>
<td>B8</td>
<td>Be a basis for social skill development</td>
<td></td>
</tr>
</tbody>
</table>
C. Please check the answers below which most closely match your opinion regarding to contributing factors on effective teamwork.

<table>
<thead>
<tr>
<th>C1.</th>
<th>Contributing Factors</th>
<th>Degree level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Not at all important</td>
</tr>
<tr>
<td>C1.</td>
<td>Team common goals and objectives</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Team agrees upon team common goals and objectives.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Team understands team common goals and objectives</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Team goals and objectives are consistent.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Team is committed to team common goals and objectives.</td>
<td></td>
</tr>
<tr>
<td>C2.</td>
<td>Trust and values within team project</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>All team members are treated with respect</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Trust is an important component within team</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Team members share information and support among each other</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>All team members trust each other.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Team members discuss towards assignment and do not criticize the expositor</td>
<td></td>
</tr>
</tbody>
</table>
**C3. Team communication**

1. Interactive communication avails within the team
2. Team members are honest with each other.
3. Team members participate in team’s discussion.

**C4 Team role and responsibility**

1. Team members are clear on individual role in relations to perform the tasks.
2. Team members agree upon assigned roles and responsibilities.
3. Team members are willing to solve unforeseen problems that need immediate attention.

**C5 Team relationship**

1. When conflicts arise in the team, every team members are committed to solve them.
2. When conflicts arise in the team, every team members argue without any offence.
3. Effective conflict management is exercised within the team
4. Team members care about each others.
<table>
<thead>
<tr>
<th>C6.</th>
<th><strong>Team leadership</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The shared leadership helps team members make decision within the team.</td>
</tr>
<tr>
<td>2.</td>
<td>Team's expectations are clarified with the concept of shared leadership</td>
</tr>
<tr>
<td>3.</td>
<td>Team members provide input/thoughts throughout the project</td>
</tr>
</tbody>
</table>
PHIẾU THẤM DÒ Ý KIẾN

Khảo sát này chỉ được sử dụng cho mục đích nghiên cứu. Nghiên cứu này nhằm phát triển kỹ năng học tập hiệu quả và xác định những yếu tố liên quan của việc học tập nhóm đối với sinh viên trường Đại học Quốc tế Hồng Bàng. Xin vui lòng, đọc kỹ các câu hỏi sau đây và đưa ra ý kiến của bạn bằng cách đánh dấu dâu X vào ô thích hợp.

THÔNG TIN CÁ NHÂN

1. Giới tính   □ Nam   □ Nữ
2. Học sinh năm   □ Sinh viên năm 3   □ Sinh viên Năm 4
3. Nơi ở   □ Nam   □ Nữ
4. Độ tuổi   □ 21   □ 22   □ 23   □ >23

II. NỘI DUNG CHI TIẾT

A. Mỗi câu sau đây bạn hãy đánh dấu dâu X vào ô mà bạn cho là phù hợp nhất với mình

A1. Bạn có biết gì về kỹ năng học nhóm không ?
   □ Hoàn toàn không biết
   □ Không biết
   □ Biết một chút
   □ Biết nhiều
   □ Biết rất nhiều
A2. Theo bạn, vai trò kỹ năng hoạt động nhóm trong học tập đối với sinh viên hiện nay :
   □ Hoàn toàn không quan trọng
   □ Không quan trọng
   □ Bình thường
   □ Quan trọng
   □ Rất quan trọng
A3. Bạn quan tâm đến việc rèn luyện kỹ năng hoạt động nhóm ở mức độ nào ?
   □ Hoàn toàn không quan tâm
   □ Không quan tâm
   □ Đôi khi
   □ Quan tâm
   □ Rất quan tâm
B. Bạn hãy đánh dấu X vào cột tương ứng với mức độ hiểu biết của mình về hiệu quả kỹ năng hoạt động nhóm trong học tập

<table>
<thead>
<tr>
<th></th>
<th>Hiệu quả kỹ năng học tập nhóm</th>
<th>Mục độ đồng ý</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Hoàn toàn không đồng ý</td>
</tr>
<tr>
<td>B1</td>
<td>Tạo ra sức mạnh để giải quyết những vấn đề cùng với nhau</td>
<td></td>
</tr>
<tr>
<td>B2</td>
<td>Giúp cho học sinh có một phương pháp học tập khoa học</td>
<td></td>
</tr>
<tr>
<td>B3</td>
<td>Giúp học sinh đáp ứng được nhu cầu nghề nghiệp trong tương lai</td>
<td></td>
</tr>
<tr>
<td>B4</td>
<td>Xây dựng được sự bình đẳng, đoàn kết và môi trường thân thiện trong lớp học</td>
<td></td>
</tr>
<tr>
<td>B5</td>
<td>Học sinh nhộ được và hiểu sâu hơn nhóm những gì mà họ dãy được học</td>
<td></td>
</tr>
<tr>
<td>B6</td>
<td>Phát triển kỹ năng khám phá, xử lý giải quyết vấn đề linh động hơn</td>
<td></td>
</tr>
<tr>
<td>B7</td>
<td>Phát triển tính chú động trong học tập</td>
<td></td>
</tr>
<tr>
<td>B8</td>
<td>Làm cơ sở để phát triển các kỹ năng xã hội</td>
<td></td>
</tr>
</tbody>
</table>
C. Bạn hãy đánh dấu X vào cột tương ứng với mức độ ảnh hưởng của các yếu tố sau đây đến việc hình thành kỹ năng học tập nhóm

<table>
<thead>
<tr>
<th>C1.</th>
<th>Yếu tố ảnh hưởng</th>
<th>Mức độ đồng ý</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mục tiêu và mục đích của nhóm</td>
<td>Hoàn toàn không quan trọng</td>
</tr>
<tr>
<td>1.</td>
<td>Thành viên nhóm đồng ý về mục tiêu và mục đích của nhóm</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Thành viên nhóm hiểu được về mục tiêu và mục đích của nhóm</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Mục tiêu và mục đích đã được nhất quán bởi các thành viên trong nhóm</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Nhóm cam kết đạt được mục tiêu và mục đích của nhóm.</td>
<td></td>
</tr>
</tbody>
</table>

C2. Sự tin tưởng trong quá trình làm nhóm

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Các thành viên đối xử với nhau với sự tôn trọng</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Sự tin tưởng giữa các thành viên nhóm là một yếu tố quan trọng</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Các thành viên nhóm chia sẻ những thông tin và hỗ trợ nhau</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Các thành viên nhóm tin tưởng lẫn nhau.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Các thành viên nhóm thảo luận phân công công việc và không chi trách nhau</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C3. Giao tiếp</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Trong tác giao tiếp với nhau diễn ra trong suốt quá trình học nhóm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Các thành viên nhóm thành thật với nhau</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Các thành viên trong nhóm tham gia trong quá trình thảo luận</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C4 Vai trò và trách nhiệm của nhóm</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Các thành viên nhóm rõ ràng về vai trò cá nhân để thực hiện các nhiệm vụ.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Các thành viên trong nhóm đồng ý với nhiệm vụ được giao và có trách nhiệm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Các thành viên trong nhóm sẵn sàng giúp đỡ nhau giải quyết ngay về các vấn đề không lường trước</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### C5. Mối quan hệ các thành viên nhóm

<table>
<thead>
<tr>
<th>Số</th>
<th>Mô tả</th>
<th>boş</th>
<th>boş</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Có những bất đồng trong nhóm để phát hiện xung đột và tìm ra cách giải quyết xung đột</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Đồng ý với các thành viên nhóm mà không xúc phạm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Quản lý xung đột hiệu quả được thực hiện trong nhóm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### C6. Nhóm trưởng

<table>
<thead>
<tr>
<th>Số</th>
<th>Mô tả</th>
<th>boş</th>
<th>boş</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Chia sẻ của lãnh đạo giúp các thành viên trong nhóm đưa ra quyết định trong nhóm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Những mong đợi của nhóm được làm rõ và chia sẻ với người lãnh đạo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Thành viên trong nhóm đưa ra những tiêu chuẩn đầu vào, ý kiến suy nghĩ trong suốt quá trình hợp tác nhóm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX C

AUTHOR’S PERMISSION TO USE QUESTIONNAIRE
Chào Vi,

Em có thể sử dụng bảng câu hỏi của chị.

Chúc em làm tốt để tài của mình.

Huyên,
APPENDIX D

INSTITUTIONAL REVIEW BOARD APPROVAL
DATE: August 14, 2019
TO: Vi Nguyen Thi Tuong
FROM: University of Northern Colorado (UNCO) IRB
PROJECT TITLE: [1447098-3] Nursing students’ awareness about the effective teamwork and related factors
SUBMISSION TYPE: Revision
ACTION: APPROVAL/VERIFICATION OF EXEMPT STATUS
DECISION DATE: August 14, 2019
EXPIRATION DATE: August 14, 2023

Thank you for your submission of Revision materials for this project. The University of Northern Colorado (UNCO) IRB approves this project and verifies its status as EXEMPT according to federal IRB regulations.

We will retain a copy of this correspondence within our records for a duration of 4 years.

If you have any questions, please contact Nicole Morse at 970-351-1910 or nicole.morse@unco.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within University of Northern Colorado (UNCO) IRB’s records.
APPENDIX E

PERMISSION TO CONDUCT STUDY FROM HONG BANG INTERNATIONAL UNIVERSITY
Date: Mar 25, 2019

Mrs. Tran Thi Thuan
Dean of Nursing Faculty, Hong Bang International
University Address: Hong Bang International University, Vietnam
120 Hoa Binh street, Hoa Thanh Ward, Tan Phu District, Ho Chi Minh city, Vietnam

RE: Permission to Conduct Research Study

Dear Mrs. Tran Thi Thuan, Dean of Nursing Faculty, Hong Bang International University (HIU)

I am a lecturer assistant in Nursing Faculty of HIU. Currently, I am conducting a thesis to complete the Master of Science Advanced Nursing of University of Northern Colorado (UNC), The USA.

My thesis is to survey the problems/Nursing students' awareness of learning about the effective teamwork role and related factors. This study's sample is all third-year nursing students and final-year nursing in Bachelor of Nursing Program.

To do this thesis, I need to get consent from Dean of Nursing Faculty of HIU, where I perform research. So, I am writing this letter to request permission from you to conduct a research study at Nursing Faculty, HIU.

Your approval to conduct this study will be greatly appreciated. If you have any question or confuse, please contact me at my email address: nguyl204@bears.unco.edu

If you agree, kindly sign below and return the signed form. Sincerely,

Nguyen Thi Tuong Vi

Approved by Dean of Nursing Faculty:

[Signature]

Full name and title here Signature Date