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Team Building and Employee Performance of High Prosper Limited

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Abstract

The general objective of this study was to examine the influence of team building on employee performance of High Prosper Ltd in Rwanda. The study specifically assessed the influence of team goals, team problem solving and team collaboration on employee performance. The study was guided by Human Capital Theory, Equity Theory and Goal Setting Theory. A mixed-methods approach was used through descriptive and correlational research designs. The target population was 267 employees, from which a sample of 160 respondents was selected using Slovin's formula and simple random sampling. Questionnaires and documentary review were used to collect data. Validity was ensured through expert review, pilot testing, CVI and triangulation, while reliability was tested using Cronbach's Alpha after piloting 16 respondents. Data were analyzed using SPSS version 25 through descriptive statistics, Pearson correlation and multiple regression. Findings showed that team goals, team problem solving and team collaboration had positive and statistically significant effects on employee performance. The study concluded that team building improves task completion, quality of work, goal achievement and punctuality. The study recommended strengthening goal setting, problem-solving training and collaboration systems.

Keywords: *Team building, team goals, team problem solving, team collaboration, employee performance, High Prosper Ltd.*

1. Introduction

In today's dynamic organizational landscape, team building has emerged as a crucial strategy for enhancing employee performance across various sectors globally. As organizations strive to remain competitive, collaborative work environments are increasingly prioritized to boost efficiency, morale, and productivity (Smith & Miller, 2022).

In team building, emotional intelligence adds value because employees need self-awareness, empathy, emotional control and social skills to work effectively with others. Teams with emotionally intelligent members are more likely to handle disagreements constructively, communicate openly and maintain trust during demanding tasks. This is important for High Prosper Ltd because team goals, problem solving and collaboration depend not only on

technical skills, but also on the ability of employees to understand and manage interpersonal relationships (Paredes-Saavedra *et al*., 2024).

Despite Rwanda's steady economic growth, many Rwandan organizations still struggle to leverage effective team-building practices to enhance employee performance. Rwandan organizations frequently grapple with insufficient implementation of structured team-building practices, even though such practices appear to strongly correlate with employee performance. At Rwanda National Police, Ingabire et al. (2024) found that 75.2% of the variance in employee performance was explained jointly by shared goals, collaboration, commitment, and shared values.

The 2024 National Labour Force Survey shows that 90.4% of employment in Rwanda is informal, spanning mainly agriculture and trade sectors. Informality often limits access to formal HR systems where team-building programs are more feasible. When teams are ad-hoc or loosely structured, establishing shared values or role clarity becomes more difficult. Without structured interventions, employees in informal settings may lack motivation, alignment, and collaborative norms.

Several studies have examined team building on employee performance in Rwanda; however, limited research has focused specifically on High Prosper Ltd. This highlights a significant gap in existing literature. This study addressed that gap by exploring the influence of team building on employee performance of High Prosper Ltd in Rwanda.

The purpose of the study was to examine the influence of team building on employee performance of High Prosper Ltd in Rwanda.

The specific objectives of the study were:

i. To assess the influence of team goals on employee performance of High Prosper Ltd in Rwanda.
ii. To establish the influence of team problem solving on employee performance of High Prosper Ltd in Rwanda.
iii. To evaluate the influence of team collaboration on employee performance of High Prosper Ltd in Rwanda.

2. Literature Review

This section presents the theoretical and empirical literature that guided the study variables and supported the interpretation of team building and employee performance.

2.1 Theoretical Review

The theoretical review explains the theories used to connect team goals, team problem solving, and team collaboration with employee performance of High Prosper Ltd in Rwanda.

2.1.1 Human Capital Theory

Human Capital Theory originated with Theodore Schultz, later formalized by Gary Becker in 1964, who posited that individuals' education, training, and experience represent valuable capital investments enhancing productivity. Becker argued that expenditures on schooling and skill development produce economic returns through increased income and innovation. Over the decades, the theory has expanded from individual-level returns to encompass organizational and nationwide benefits, including macroeconomic growth. Critics have since highlighted the neglect of social, institutional, and behavioral dimensions in the traditional framework. In response, contemporary interpretations emphasize the role of collective knowledge and learning spillovers in augmenting value from human capital. This evolution places greater

emphasis on organizational development and continuous learning infrastructure (Auerbach & Green, 2024).

Human Capital Theory focuses on the value of investments in education, training, skills, health, and experience that individuals bring to productive activity. It posits that these investments yield higher cognitive, technical, and interpersonal capability, translating into improved job performance and innovation outputs. Employers, therefore, recognize knowledgeable employees as essential assets rather than liabilities. Studies demonstrate that human capital capacity, knowledge, and skills all contribute positively to organizational performance in hospitality industries. The theory underscores continuous capacity building and retention as central to long-term competitive advantage. It provides a conceptual foundation for HR practices such as staffing, training, and professional development systems. As a result, it remains central in linking workforce investment to financial and organizational outcomes (Annamalai *et al*., 2022).

In the context of High Prosper Ltd in Rwanda, investing in structured development and collaborative learning would enhance team capacity and performance. This aligns with empirical findings where stronger human capital correlated with higher engagement and innovation. Furthermore, integrating leadership and social mechanisms ensures that individual skills translate into team effectiveness. Ultimately, Human Capital Theory justifies viewing employees as strategically valuable assets in driving performance.

2.1.2 Equity Theory

Equity Theory was developed by John Stacey Adams in 1963 as a social exchange theory explaining employee motivation through perceived fairness in reward–effort comparisons. Adams argued that employees evaluate their input/output ratio (effort, skills, loyalty vs. pay, recognition, benefits) relative to referent others. When a perceived imbalance occurs either under-reward or over-reward it creates tension leading to reduced motivation or behavior adjustment. The theory draws on cognitive dissonance and social comparison frameworks to explain workplace reactions. Originally applied to explain workplace dissatisfaction and turnover, it has since become foundational in organizational justice discourse. Adams' Equity Theory underscores the psychological impact of fairness perceptions on workplace behavior. Thus, perceived equity is essential to maintaining employee motivation, satisfaction, and retention (Taras *et al*., 2023).

Ahmadpour-Samani *et al.* (2022) utilized data envelopment analysis to quantify fairness magnitudes and offer a quantitative dimension to equity arrangements. Also, studies in India's higher education sector linked perceived equity to job satisfaction and reduced turnover intentions. This demonstrates how Equity Theory remains highly relevant in hybrid, remote, and culturally diverse contexts. Modern applications also emphasize procedural and interactional justice alongside distributive fairness. Through these refinements, Equity Theory continues to offer actionable insights for contemporary HR and team management.

Effective application means ensuring transparent and equitable distribution of tasks, recognition, and benefits within High Prosper Ltd's teams in Rwanda. Equity perceptions strengthen trust, psychological safety, and willingness to collaborate factors crucial for goal achievement and innovation. In remote or hybrid teams, ambiguous interaction channels can exacerbate equity concerns. Addressing these inequalities through fair processes and transparent leadership is essential. Thus, applying Equity Theory supports stronger engagement, collaboration, and team performance.

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2.1.3 Goal Setting Theory

Goal Setting Theory was first introduced by Edwin A. Locke in 1968 and later expanded with Gary Latham. The theory proposes that specific and challenging goals lead to higher performance than vague or easy goals. It emphasizes clarity, challenge, commitment, feedback, and task complexity as important features of effective goal setting.

Goal Setting Theory focuses on how well-defined objectives drive effort, direction, and persistence toward performance tasks. Specific and challenging goals channel attention and energize effort, while feedback allows adjustment in behavior and strategies during task execution.

Goal Setting Theory offers guidelines for crafting shared objectives that are clear, measurable, and challenging. When High Prosper Ltd's teams collaboratively define SMART goals, performance alignment improves. Feedback loops such as team meetings or dashboards provide real-time performance signals that sustain motivation. Commitment to shared objectives builds collective responsibility and reduces goal ambiguity. By integrating goal clarity, collaborative alignment, and feedback, teams become more resilient and productive.

2.2 Empirical Review

The empirical review summarizes previous studies related to the three specific objectives of the study and shows how earlier findings connect with the present research.

2.2.1 The Effect of Team Goals on Employee Performance

Steegh, Slijkhuis and Veenendaal (2025) conducted a study in the Netherlands, set out to investigate how agile-style team goal clarity affects adaptive performance. They surveyed 150 agile teams using structured questionnaires and conducted structural equation modeling (SEM). Results showed a significant positive path coefficient ($\beta \approx 0.42$, $p < .01$) between goal specificity and adaptive performance. The descriptive statistics indicated mean clarity scores of $M = 4.2$ ($SD = 0.6$). In conclusion, clear and adaptive goals empower teams to respond effectively to changing demands. The authors recommended that organizations educate team leaders in goal-setting frameworks that emphasize specificity and agility. They noted the limitation of cross-sectional design and suggested longitudinal follow-up.

Van der Hoek, Groeneveld and Kuipers (2022) in their public sector study across 200 municipal teams in the Netherlands, assessed the relationship between team goal clarity and performance. Using surveys and regression analysis, they found an explained variance of $R^2 = .30$ in team output ($p < .001$). Goal clarity showed a standardized beta of ≈ 0.55. Descriptively, nearly 70% of teams rated goal clarity above 4 on a 5-point scale. They concluded that higher goal clarity leads to better service delivery and efficiency. They recommended managerial training in goal-setting aligned with strategic objectives. A limitation included generalizability beyond public organizations in the region.

Phulpoto, Memon & Phulpoto (2023) investigated how team-aligned goal structures influenced employee performance in Pakistani service-sector, with job satisfaction as mediator. They surveyed 180 employees and used regression/mediation analysis: direct effect $\beta = 0.211$, indirect via job satisfaction $\beta = 0.458$ ($t = 6.42$, $p < .001$), adj. $R^2 = .257$. Mean satisfaction scores were around 3.9 ($SD = 0.8$). They concluded that goal alignment and satisfaction jointly enhance performance. Recommendations included reinforcing goal congruence and boosting job satisfaction strategies. Limitations included non-probability sampling.

2.2.2 The Effect of Team Problem Solving on Employee Performance

Umutesi, Iradukunda and Nyabera (2024) examined the effect of problem-solving skills on project performance in a DOT Rwanda 'Daring to Shift' initiative. Using a descriptive survey

of 101 project staff, regression showed problem-solving skills (B = –0.374, Beta = –0.332, p = .004). The negative coefficient suggests complexity or misalignment in execution. Mean self-rated problem-solving ability was M = 4.49 (SD = 0.56). They concluded that while problem-solving skills matter, poor application can detract from actual performance. They recommended targeted training and alignment of tasks with skill levels.

Ganotice et al. (2022) tested how team cohesiveness and collaborative problem solving affect performance of health-profession student teams in Philippines. With N=312 and SEM, they found that cohesiveness explained 45% of variance in performance ($p < .001$), and problem solving mediated this with indirect effect =0.27. Average performance ratings were M = 4.0 (SD = 0.5). They concluded that cohesive teams using structured problem-solving perform better. Recommendations included interventional training in group problem-solving.

Choi and Sung (2022) surveyed 80 innovation-oriented R&D teams in South Korea, testing the effect of collective cognitive resources and problem-solving routines. Multilevel regression showed structured routines predicted innovation performance ($\beta \approx 0.35$, $p < .01$). Descriptive innovation score average was 3.7 (SD = 0.6). They concluded that combining routines with creative thinking yields higher team performance. Suggested integrating routine frameworks that accommodate flexibility.

2.2.3 The Effect of Team Collaboration on Employee Performance

McGuier et al. (2023) conducted a systematic review of implementation teams in health/community programs across multiple countries, including USA. They identified a moderate positive correlation (average r = 0.40) between structured collaboration/problem-solving and implementation success. Thus, objective data supported collaboration as a predictor of team performance. They concluded structured collaboration systems lead to higher success rates. Recommendations include embedding collaborative routines in program teams.

Phulpoto, Memon and Phulpoto (2023) investigated how collaborative teamwork and job satisfaction mediated impacts on performance, surveying 180 employees in Pakistan. The analysis found total teamwork performance effect $\beta \approx 0.211$ and mediation via job satisfaction $\beta \approx 0.458$ ($t = 6.42$, $p < .001$). Collaborative dimensions included communication, cooperation, and mutual support. They concluded collaborative teamwork significantly boosts performance when job satisfaction is high. Recommendation: promote workplace collaboration and employee satisfaction.

Cui (2025) studied mega-construction teams in the EV sector, assessing how collaborative stability and human-AI integration affect outcomes. SEM with 187 teams revealed collaboration stability predicted success ($\beta \approx 0.38$, $p < .01$), with AI integration enhancing that effect by ~15%. Mean collaboration score was M = 4.0 (SD = 0.6). The conclusion was that stable collaboration, especially when augmented by technology, improves team performance. Recommendations included building collaborative routines and leveraging AI tools to support team execution.

2.3 Research Gap

The reviewed studies show that team goals contribute to employee performance through clarity, alignment and commitment. However, most studies were conducted in public institutions, NGOs or foreign contexts, which limits direct application to High Prosper Ltd.

The studies on team problem solving confirm the importance of analytical thinking, participation and conflict resolution. Nevertheless, some Rwandan evidence remains limited in statistical detail, and few studies examine how private companies use structured problem-solving routines to improve performance.

The reviewed studies on team collaboration emphasize communication, trust and shared responsibility as key drivers of performance. However, limited evidence exists on collaboration practices in Rwandan private companies, especially in organizations such as High Prosper Ltd. This study therefore provides a focused case-based contribution.

3. Methodology

This section summarizes the research methodology, research design, location, target population, sample size and sampling, research instruments, validity and reliability, data collection procedures, data analysis, and ethical considerations.

3.1 Research Methodology and Design

The study used descriptive and correlational research designs to describe the study variables and test the relationship between team-building practices and employee performance. A cross-sectional approach was used because data were collected at one point in time from employees of High Prosper Ltd.

3.2 Location and Target Population

The study conducted at the headquarters of High Prosper Ltd, located in City of Kigali, Rwanda. This location was selected because it houses the main departments and a majority of the company's employees, making it an ideal setting for assessing the impact of team-building activities on employee performance. The accessibility of the site and the availability of relevant data also contributed to the suitability of this location for the study.

The target population consisted of 267 individuals from High Prosper Ltd in Rwanda. These groups were selected because they were directly involved in team activities and employee performance processes at the company.

3.3 Sample Size and Sampling

This section explains how the sample size was determined and how respondents were selected. The study used Slovin's formula because the target population was known and manageable, while simple random sampling was applied to give employees equal chance of participation.

The study used simple random sampling to select respondents from the three employee categories. This technique was appropriate because it gave each employee an equal chance of being selected and reduced selection bias. The sampling process involved obtaining the employee list from High Prosper Ltd, grouping employees according to their categories and selecting respondents proportionally from each group.

3.4 Research Instruments

Primary data were collected through structured questionnaires distributed to selected employees of High Prosper Ltd. Secondary data were obtained through documentary review of company records, reports, and human resource information related to team building and employee performance.

The questionnaire used Likert-scale statements covering team goals, team problem solving, team collaboration, and employee performance. Documentary review supported the interpretation of findings and provided background information relevant to the study context.

3.5 Data Collection and Analysis

Before data collection, the researcher obtained authorization from Mount Kenya University and permission from the management of High Prosper Ltd. Respondents were informed about the purpose of the study and their rights before participating. Questionnaires were administered physically and electronically depending on employee availability. The researcher also recorded

possible data limitations, including non-response, limited access to some internal documents and reluctance of some respondents to disclose sensitive work-related information.

Data were coded, entered, cleaned and analyzed using SPSS version 25. Descriptive statistics including frequencies, percentages, means and standard deviations were used to summarize demographic characteristics and responses on team goals, team problem solving, team collaboration and employee performance. The mean values were interpreted using a five-point Likert scale, while standard deviation was used to assess homogeneity or heterogeneity of responses.

Inferential statistics were used to test relationships and effects among variables. Pearson correlation analysis determined the strength and direction of relationships between team-building variables and employee performance. Multiple linear regression was used to determine the predictive effect of team goals, team problem solving and team collaboration on employee performance.

The Regression model evaluated causal relationships among variables:

$$Y = \beta 0 + \beta 1X1 + \beta 2X2 + \beta 3X3 + Ɛ$$

Where: Y = Employee performance; X1 = Team goals; X2 = Team Problem Solving; X3 = Team Collaboration; β_0 = constant/intercept; β_1, β_2, β_3 = coefficients; and Ɛ = error term.

3.6 Ethical Considerations

To uphold ethical standards throughout the research process, several safeguards were implemented. All questionnaires were coded to ensure the anonymity of participants. Before data collection, the researcher clearly explained the objectives of the study and the nature of participants' involvement, after which informed consent was obtained.

A formal introduction letter from Mount Kenya University was issued to participants to explain the study's purpose. Additionally, authorization sought from the management of High Prosper Ltd to ensure ethical compliance.

The study also observed confidentiality, anonymity, voluntary participation, freedom from coercion, intellectual ownership, and secure storage of collected data. These safeguards protected respondents and supported responsible academic reporting.

4. Findings and Discussion

This section presents the response rate and inferential statistical findings on the influence of team goals, team problem solving, and team collaboration on employee performance of High Prosper Ltd in Rwanda. The response rate findings show that 131 out of 160 questionnaires were filled and returned, representing 81.9%, while 29 questionnaires were unreturned and incomplete, representing 18.1%. This response rate provided adequate data for analysis.

4.1 Response Rate

The response rate indicates the number of questionnaires returned and the adequacy of data used for statistical analysis.

Table 1: Response Rate

	Distributed	Filled and Retuned	Unreturned and incomplete
Questionnaire	160	131	29
Percent	100%	81.9%	18.1%

Source: Field data, 2026

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The results in Table 1 indicates that 160 questionnaires were distributed to respondents, representing 100%. Out of these, 131 questionnaires were filled and returned, representing 81.9%, while 29 questionnaires were unreturned and incomplete, representing 18.1%. An 81.9% response rate is considered very high and sufficient for statistical analysis. This implies that the findings of this study on the influence of team building on employee performance of High Prosper Ltd in Rwanda are based on adequate and reliable data.

4.2 Inferential Findings

This section presents inferential statistical results examining the relationships and effects of team goals, team problem solving, and team collaboration on employee performance of High Prosper Ltd in Rwanda. The analysis includes correlation and regression results.

4.2.1 Correlation Analysis

This subsection presents Pearson correlation analysis showing the strength and direction of relationships among the study variables.

Table 2: Correlations

		Team goals	Team Problem Solving	Team Collaboration	Employee performance
Team goals	Pearson Correlation	1	.575**	.601**	.737**
	Sig. (2-tailed)		.000	.000	.000
	N	131	131	131	131
Team Problem Solving	Pearson Correlation	.575**	1	.551**	.794**
	Sig. (2-tailed)	.000		.000	.000
	N	131	131	131	131
Team Collaboration	Pearson Correlation	.601**	.551**	1	.717**
	Sig. (2-tailed)	.000	.000		.000
	N	131	131	131	131
Employee performance	Pearson Correlation	.737**	.794**	.717**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	131	131	131	131

**. Correlation is significant at the 0.01 level (2-tailed).
Source: Field data, 2026

Table 2 indicates that the Pearson correlation between team goals and employee performance is .737 with a significance level of .000. This shows a strong positive and statistically significant relationship at the 0.05 level (2-tailed). The significance value of .000 being less than 0.01 confirms that the relationship is not due to chance. This means that improvement in team goals at High Prosper Ltd is strongly associated with improvement in employee performance.

The Pearson correlation between team problem solving and employee performance is .794 with a significance level of .000. This indicates a very strong positive and statistically significant relationship at the 0.05 level (2-tailed). Since the significance value is .000, the relationship is highly significant. This implies that effective team problem solving has a very strong association with higher employee performance at High Prosper Ltd.

The Pearson correlation between team collaboration and employee performance is .717 with a significance level of .000. This shows a strong positive and statistically significant relationship at the 0.05 level (2-tailed). The significance value confirms that the relationship is statistically

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reliable. This means that stronger team collaboration is associated with improved employee performance at High Prosper Ltd.

All independent variables under the specific objectives have strong and statistically significant positive relationships with employee performance. Among them, team problem solving shows the strongest relationship, followed by team goals and team collaboration.

4.2.2 Regression Analysis

This subsection presents regression results focusing only on the effect of team goals, team problem solving, and team collaboration on employee performance.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.891[a]	.793	.788	.18207

a. Predictors: (Constant), Team Collaboration, Team Problem Solving, Team goals
Source: Field data, 2026

Table 3 indicates that the R value is .891, showing a very strong combined relationship between team goals, team problem solving, team collaboration, and employee performance. The R Square value is .793, meaning that 79.3% of the variation in employee performance at High Prosper Ltd is explained by team goals, team problem solving, and team collaboration. The Adjusted R Square of .788 confirms that 78.8% of employee performance variation remains explained after adjustment. This demonstrates that the variables under the specific objectives strongly explain employee performance.

Table 4: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.152	3	5.384	162.414	.000[b]
	Residual	4.210	127	.033		
	Total	20.362	130			

a. Dependent Variable: Employee performance
b. Predictors: (Constant), Team Collaboration, Team Problem Solving, Team goals
Source: Field data, 2026

Table 4 indicates that the F value is 162.414 with a significance level of .000. Since the significance value is less than 0.05, the regression model is statistically significant. This confirms that team goals, team problem solving, and team collaboration jointly have a significant influence on employee performance at High Prosper Ltd in Rwanda.

Table 5: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.018	.196		.091	.928
	Team goals	.278	.050	.301	5.556	.000
	Team Problem Solving	.481	.053	.468	9.005	.000
	Team Collaboration	.238	.045	.278	5.234	.000

a. Dependent Variable: Employee performance
Source: Field data, 2026

Table 5 indicates that team goals have an unstandardized coefficient (B) of .278, a standardized coefficient (Beta) of .301, a t value of 5.556, and a significance level of .000. Since the

significance value is less than 0.05, team goals have a statistically significant positive influence on employee performance. This means that a one-unit increase in team goals increases employee performance by .278 units, holding other variables constant.

Team problem solving has an unstandardized coefficient (B) of .481, a standardized coefficient (Beta) of .468, a t value of 9.005, and a significance level of .000. Since the significance value is less than 0.05, team problem solving has a statistically significant positive influence on employee performance. This indicates that a one-unit increase in team problem solving increases employee performance by .481 units, holding other variables constant. It has the highest Beta value, showing that it is the strongest predictor of employee performance.

Team collaboration has an unstandardized coefficient (B) of .238, a standardized coefficient (Beta) of .278, a t value of 5.234, and a significance level of .000. Since the significance value is less than 0.05, team collaboration has a statistically significant positive influence on employee performance. This means that a one-unit increase in team collaboration increases employee performance by .238 units, holding other variables constant.

The regression results confirm that all variables under the specific objectives significantly and positively influence employee performance of High Prosper Ltd in Rwanda, with team problem solving having the strongest effect, followed by team goals and team collaboration.

4.3 Hypotheses Results

This section presents conclusions on the study hypotheses based on the correlation and regression results obtained from the analysis of data collected at High Prosper Ltd in Rwanda.

Ho1 stated that there is no significant influence of team goals on employee performance of High Prosper Ltd in Rwanda. The regression results showed that team goals have a standardized coefficient (Beta) of .301, a t value of 5.556, and a significance level of .000. Since the significance value is less than 0.05, team goals have a statistically significant positive influence on employee performance. Therefore, Ho1 is rejected. It is concluded that team goals significantly influence employee performance of High Prosper Ltd in Rwanda.

Ho2 stated that there is no significant influence of team problem solving on employee performance of High Prosper Ltd in Rwanda. The regression results indicated that team problem solving has a standardized coefficient (Beta) of .468, a t value of 9.005, and a significance level of .000. Since the significance value is less than 0.05, team problem solving has a statistically significant positive influence on employee performance. Therefore, Ho2 is rejected. It is concluded that team problem solving significantly influences employee performance of High Prosper Ltd in Rwanda. This variable was also identified as the strongest predictor among the three independent variables.

Ho3 stated that there is no significant influence of team collaboration on employee performance of High Prosper Ltd in Rwanda. The regression results showed that team collaboration has a standardized coefficient (Beta) of .278, a t value of 5.234, and a significance level of .000. Since the significance value is less than 0.05, team collaboration has a statistically significant positive influence on employee performance. Therefore, Ho3 is rejected. It is concluded that team collaboration significantly influences employee performance of High Prosper Ltd in Rwanda.

5. Conclusion and Recommendations

This section presents the conclusion, recommendations, and suggestions for future researchers based on the study findings.

5.1 Conclusion

Team goals at High Prosper Ltd are clearly defined, aligned with organizational objectives, and understood by employees. The presence of measurable and structured goals enhances clarity in task execution. Employees demonstrate commitment toward achieving team objectives. Clear goals promote accountability and coordinated efforts among team members. It is concluded that effective team goals positively influence employee performance.

Team problem solving at High Prosper Ltd is characterized by analytical thinking, participation, and constructive conflict resolution. Employees are involved in addressing challenges within their teams. Timely and sound decisions enhance workflow efficiency. Inclusive problem solving strengthens teamwork and accountability. It is concluded that team problem solving positively influences employee performance.

Team collaboration at High Prosper Ltd is reflected in effective communication, mutual trust, and fair sharing of responsibilities. Employees support one another in achieving team objectives. Collaboration fosters a positive and cooperative work environment. Shared responsibilities enhance accountability and teamwork. It is concluded that team collaboration positively influences employee performance.

The study concludes that team building significantly influences employee performance at High Prosper Ltd in Rwanda. Team goals, team problem solving, and team collaboration each contribute positively to employee performance. Effective team practices create a structured, supportive, and productive work environment. Employees perform better when they work within clear, collaborative, and problem-solving oriented teams. Team building is therefore essential for sustaining high employee performance at High Prosper Ltd.

5.2 Recommendations

The following recommendations were drawn from the findings of the study.

High Prosper Ltd management should strengthen formal goal-setting frameworks to ensure that team goals remain clear, measurable, and aligned with organizational strategy. Clear goal communication policies should be maintained to sustain employee focus and accountability.

The organization should implement structured problem-solving training programs to enhance analytical thinking and decision-making skills. Continuous capacity-building initiatives will strengthen employees' ability to address workplace challenges effectively.

Management should institutionalize collaboration policies that promote open communication and trust among team members. Team-based performance recognition systems can further encourage cooperative behavior.

5.3 Suggestion for Future Researchers

Future researchers may examine the influence of leadership style on employee performance in private companies in Rwanda. Future researchers may investigate the effect of organizational culture on employee performance in Rwandan business organizations. Future researchers may conduct a comparative study on team building and employee performance across different private companies in Rwanda.

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