

EXPERIENCES OF SECONDARY SCHOOL MANAGEMENT TEAMS ON
TEAMWORK IN TSHWANE NORTH DISTRICT SCHOOLS

by

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submitted in accordance with the requirements for

the degree of

MASTER OF EDUCATION

in the subject

EDUCATION MANAGEMENT

at the

UNIVERSITY OF SOUTH AFRICA

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NOVEMBER 2011

DECLARATION

Student number: **33641676**

I declare that “**Experiences of Secondary School Management Teams on teamwork in Tshwane North District Schools**” is my own work, that all sources used or quoted have been indicated and acknowledged by means of complete references.

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ABSTRACT

Democracy in South Africa, among others, has brought a significant number of changes in the education system, including the concept of school management team in schools (SMT). In line with this, the objective of this study was to find out how SMTs experience teamwork in schools; and was conducted in the purposefully sampled six secondary schools in the Tshwane North District.

This study was framed within the interpretive approach, and sought to unpack the experience of SMT members with regard to teamwork. An interpretive paradigm made it possible for me to gain an in-depth understanding of SMT member's experience of teamwork within their school contexts. I used interviews and questionnaires as research tools to gather data. This study has found that, although the concept of teamwork is well-received, there are significant obstacles to the implementation of teamwork as an alternative form of management.

Key terms:

School management teams; Teamwork; Teamwork theories; Achievement motivation theory; Transformational leadership; Perceptions of teamwork; School performance; Decision-making power; Benefits of teamwork; Challenges of teamwork

ACKNOWLEDGEMENTS

This has not been an easy journey – I had to negotiate my way through the winding roads of research. Nevertheless, certain people made it possible for me to complete this dissertation and they are worth mentioning.

- Firstly, I would like to thank all the secondary school principals of Tshwane North District with their SMT members for participating in this project.
- Secondly, I am truly indebted to Dr VJ Pitsoe, my supervisor for his support, guidance and encouragement.
- Thirdly, my husband Frans Phalane and my daughter, Mahlogonolo Phalane for having been behind me in every step of the way.
- Last but not least, my special thanks go to Almighty God for giving me health and strength to pursue this endeavor.

TABLE OF CONTENTS

DECLARATION	ii	
ABSTRACT	iii	
ACKNOWLEDGEMENTS	iv	
TOPIC	PAGE	
CHAPTER ONE		
INTRODUCTION AND BACKGROUND		
1.1	Introduction	1
1.2	Statement of the problem	3
1.3	Aims and objectives	4
1.4	Significance of the study	4
1.5	Limitation of the study	5
1.7	Definition of concepts	5
1.8	Research methodology	8
1.9	Chapter Summary	9
CHAPTER 2		
LITERATURE REVIEW		
2.1	Introduction	10
2.2	Conceptualizing teamwork in schools	11
2.3	Historical and philosophical foundation of teamwork	13
2.4	Teamwork Theories and Models	16
2.4.1	Theory of motivation and job satisfaction	16
2.4.2	General model of motivation	18
2.4.3	Content Theories of work motivation	19
2.4.4	Maslow's needs hierarchy	19
2.4.5	Hertzberg's two factor theory	22
2.4.6	Existence, Relatedness and Growth need	24
2.4.7	McGregor's theory X and theory Y	25
2.4.8	McClelland's achievement motivation theory	26

2.4.9.	Tuckman's theory and model	28
2.4.9.1	The four phases of Tuckman's Teamwork Theory	29
2.4.9.2	The STAR (strength, teamwork, alignment and results) team model	30
2.5	Emerging trend and challenges in teamwork (both global and international)	32
2.6	Implications of teamwork in the SMT and the school in general	35
2.7	Transformational leadership in the school context	38
2.8	Practicing teamwork in the school leadership context	39
2.9	Teamwork as a tool for improving quality of teaching and learning	42
2.10	Chapter Summary	47
	CHAPTER	
	RESEARCH METHODOLOGY	
3.1	Introduction	48
3.2	The Interpretive paradigm	48
3.2.1	Research design	50
3.3	Sampling	52
3.4	Data collection	53
3.4.1	Gaining access	53
3.4.2	Interviews	54
3.4.3	Questionnaires	56
3.5	Data analysis	57
3.6	Validity and reliability	59
3.7	Ethical considerations	61
3.8	Research realities	63
3.9	Chapter summary	65
	CHAPTER 4	
	DATA ANALYSIS AND DISCUSSIONS	
4.1	Introduction	66
4.2	Interview's analysis	67
4.2.1	Perceptions of teamwork	68

4.2.2	Impact of teamwork on quality of teaching and learning	72
4.2.3	School performance	76
4.2.4	Decision-making power	79
4.2.5	Knowledge and skills needed to implement teamwork	82
4.2.6	Benefits of teamwork	87
4.2.7	Monitoring teamwork	90
4.2.8	Challenges of teamwork	92
4.2.9	Support and guidelines needed to build teamwork	99
4.3	Questionnaire analysis	101
4.4	Chapter Summary	114
	CHAPTER 5	
	CONCLUSION AND RECOMMENDATIONS	
5.1	Introduction	115
5.2	Summary of findings	115
5.2.1	Research question one	115
5.2.2	Research question two	116
5.2.3	Research question three	117
5.2.4	Research question four	117
5.2.5	Research question five	118
5.3	Recommendations	119
5.3.1	Recommendations for practice	119
5.3.2	Recommendations to the District office	120
5.3.3	Recommendations to the SMT	121
5.4	Conclusion	122
	REFERENCES	123
	APPENDIX A	134
	Interview schedule for SMT members	
	APPENDIX B	136
	Questionnaires for SMT members	
	APPENDIX C	143
	Letter for request to conduct research	
	APPENDIX D	144
	Approval letter from Department of Education	

APPENDIX E	148
Letter of approval of research proposal	
APPENDIX F	
Proof of editing and proofreading	149
TABLES	
4.1 Gender	102
4.2 Age of respondents	102
4.3 Post level	103
4.4 Professional Qualifications	104
4.5 Management experience in the current post	105
4.6 Number of workshop/training attended in teamwork	106
4.7 Language used in team meeting sessions	107
4.8 School locality	107
FIGURES	
4.1 Benefits of teamwork	108
4.2 Characteristics of teamwork	109
4.3 Team roles	109
4.4 Team building	111
4.5 Achievement of team goals	111
4.6 Team motivation	111
4.7 Monitoring performance	112
4.8 Team building skills	113

ACRONYMS USED IN THIS STUDY

SMT:	School Management Team
HOD:	Head of Department
DP:	Deputy Principal
P:	Principal
DoE:	Department of Education
ERG:	Existence, Relatedness and Growth
STAR:	Strength, Teamwork, Alignment and Results
SAT:	School Assessment Team
SBST:	School Based Support Team
IQMS:	Integrated Quality Management System
LTSM:	Learning and Teaching support Material
SPSS:	Statistical Package of Social Sciences
QUAN:	Quantitative
QUAL:	Qualitative

CHAPTER ONE

1.1 Introduction and background

My research interest to pursue the topic of team work in secondary schools came after I was appointed as Head of Department (HOD) in one of the secondary schools in Tshwane North District. The school underperformed during my first year as a member of School Management Team (SMT). This experience was indeed an eye opening occurrence. Flowing from this, I realized that as an SMT we were not working as a team. Some of dysfunctional schools appear to be lacking teamwork management. The absence of this teamwork seems to impact negatively on a significant number of activities in the school which results in poor performance of the school. The SMT continues to function in isolation. There is no effective and efficient communication amongst the SMT itself while the principal does not consult with the deputies and the head of departments. Among others, communication is not done openly, honestly and fairly. Decisions are not taken jointly as a team. As a result, goals which are set are not emphasized as no regular meetings are conducted.

Teamwork is a broadly perceived concept. For Medwell (2009:320), teamwork is a gathering of workgroup of individual experts by prescribing purposes, having communication, having cooperation, decision-making together and knowledge and ability to work together in making work plans to accomplish the goal. It has become necessary to address the problem of teamwork in school setting as schools continue to underperform due to the absence of teamwork. Ejimofor (2000:10) also argues that incompetency of SMT with no induction programme conducted when they were appointed, principals who were appointed on the basis of nepotism, favouritism by trade unions, also contribute to poor performance. Shelly, Francis, Leanne and William (2004: 181) state that teamwork processes includes cohesion, communication and conflict management. They further define cohesion as the degree to which

members of a team are motivated to remain on the team. Highly cohesive teams tend to have less absenteeism, high involvement in team activities and high level of member coordination during team tasks. Therefore, team cohesion will positively predict team performance.

This study assumes that working as a team will: enhance the quality of teaching and learning, enrich educators, promote participative teaching and increase decision-making power. It also argues that effective SMT should lead and manage from a transformational leadership perspective. Evidence suggests that transformational leadership and team performance may be a fruitful area for further exploration (Shelly et al., 2004:181).

Teamwork and leadership are important components of effective management of teaching and learning in schools. Research (Stroller, Mark & Lee, 2004:692) shows that poor performing schools function without the basic team requirements such as goal, which will define the teams direction, performance commitment which the SMT must have in order to achieve their goal, process which consists of all activities the team must perform to accomplish its goal, resources which includes time, space, materials, information, authority, creativity, expertise, money and management support, leadership that must make sure that the team is moving forward towards its goal.

Lydian and Nasongo (2009: 84) state that the organizational management of the school plays an important role on school performance. To improve the school performance, the school management team needs to improve. This can be done by setting clear vision for the school and communicate this vision to learners, support its achievement by giving instruction, leadership, provision of resources and being visible in every part of the institution. For this reason, the SMT is expected to work collaboratively as a team to support and

help each other to realize the vision. Therefore, the SMT is expected to make sure that they understand their roles clearly. During their meetings, all team members should be given an opportunity to voice out their opinions; and criticism must be viewed as an opportunity to learn.

1.2 Statement of the problem

Teamwork in schools is a global concern. The absence of teamwork, among others, in the SMT in Tshwane North district schools appears to have impact on the quality of teaching and learning. Evidently, there seems to be a knowledge gap in teamwork in the SMT that affects schools performance. At the heart of this study, is the assumption that teamwork in the SMT should be driven from a transformational leadership perspective. Flowing from the above, central and guiding question is as follows: How do secondary school SMT experience teamwork? In line with the central question, the guiding research sub-questions are:

- a). What are the perceptions of SMT on teamwork in schools?
- b). Do SMTs have sufficient knowledge and skills on teamwork?
- c). How does absence of teamwork in SMT impact on the quality of teaching and learning?
- d). How effective or in-effective is the support given to SMT by Department of Education/ District Office?
- e). What guidelines could be employed by the SMT to build teamwork in school?

1.3 Aim of the research

The aim of this research is to explore SMT experiences on teamwork, and how it impacts on the overall management of the school, school performance and the quality of teaching and learning.

The objectives of this study are to:-

- investigate the perceptions of SMT on teamwork in schools;
- investigate SMT knowledge and skills on teamwork;
- investigate the impact of absence of teamwork among SMT on quality of teaching and learning;
- investigate the effectiveness of the support given to SMT by Department of Education/District Office;
- suggest guidelines that could be employed by SMT to build teamwork in school

1.4 Significance of the study

This study has the potential of helping SMTs by empowering them with knowledge and skills which will assist them to share their leadership widely and equally, to maximize the potential benefit for learners' education; and enable the SMT to realize that teamwork is central in the efficient and effective school management. It might also influence SMT to realize that teamwork plays a key role in improving schools outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. In addition, the study has the potential of providing the Department of Education with guidelines to improve on training SMT on teambuilding so that effective teams exist in schools.

1.5 Limitation of the study

This study did not set out to observe teamwork in practice, and is therefore heavily reliant on views expressed by respondents through interviews conducted and questionnaires distributed. The study is therefore open to the same validity threat most qualitative case studies suffer from. Most importantly, I trust that my use of more than one data source, as well as the rigour of my data reporting and discussion addresses this threat sufficiently.

This study is also, of course, not statistically generalizable as it only focused on Tshwane North District schools, though the picture painted here would probably be found to be true of many areas in South Africa.

1.6 Definition of concepts

The concepts clarified below are critical to an understanding of the discourse in this study.

1.6.1 Teamwork

Dionne, Yammarina, Atwater and Spangler (2004:177) describe teamwork in terms of classical systems theory in which team inputs, team processes, and outputs are arrayed over time. Team inputs include the characteristics of the task to be performed, the elements of the context in which team occurs, and the attitudes team members bring to a team situation. In addition, team processes include the interaction and coordination among members required for performing team task and achieving goals. Team outputs consists of the products that results from team performance.

MacMillan and Schumacher (2001:173) defines teamwork as group or team that contains common purpose, common purpose, crystal clear roles, accepted leadership, effective processes, solid relationship, and excellent

communication. Similarly, Ejimofor (2000:9) explains that team consists of two or more individuals who must interact to achieve one or more common goals that are directed towards the accomplishment of productive outcomes. As a result, team members must collectively decide on team goals and work cooperatively to achieve these goals.

1.6.2 Team Performance

High performance teams need clear, competent leadership. When such leadership is lacking, many groups lose their way. Whereas a common, compelling task might be the bigger contributor to team effectiveness, inadequate team leadership may be the single biggest reason for team ineffectiveness. Accordingly, team performance demand accepted leadership capable of calling out the levels of commitment, initiative and creativity that motivate exceptional levels of both individual and collective performance (MacMillan & Schumacher, 2001: 412).

All successful performance improvement programme methods have at least five activities, namely: education, measurement, skill building, process improvement and reporting. When the right effective teamwork tools and behaviours are used, it can deliver truly reliable care at the bedside and align the strategic goals of the organization with patient centered care values.

Schaubroeck, Simons and Lam (2007:1020) explain that some teams confuse productivity with performance. Working hard and doing more with less is not the same as achieving superior sustained results. A high performance team faces the same reduced resource and increased demands as other teams but thrives where others delivers mediocre results. Productivity may increase profit margins, but only high performance can drive profitable growth. It has been said that team are like Ferraris - great performance but high

maintenance. Therefore, high performance team requires training, face to face time with key people with information, recognition and much other organization support.

1.6.3 Transformational leadership

The concept “transformational leadership” is defined by Kouzing (2009: 190) as a leadership style that involves motivating followers to do more than expected, to continuously develop and grow, to develop and increase their level of self-confidence, and to place the interests of the team or organization before their own. Characteristically, transformational leaders display charisma, intellectually stimulates their subordinates, and provide individual consideration of subordinates.

According to Shelley, Francis, Leanne and William (2004:182), transformational leadership consists of four I’s which are idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. Idealized influence/inspirational motivation are related to the formulation and articulation of vision and challenging goals whereas intellectual stimulation includes seeking differing perspectives when solving problems, suggesting new ways of examining how to complete assignments and encouraging re-thinking of ideas that have not been questioned in the past. The term transformational leadership means leaders ability to change or transform their followers.

Northouse (2004:299) defines transformational leadership as a process that brings about changes in individual, an influence that causes followers to accomplish more than what is expected of them. The term transformational leadership then could mean leaders ability to change or to transform their followers. Similarly, Leithwood (2004:256) defines transformational leadership

as the process of bringing about changes in the purposes and resources of both leaders and followers. In the words of Rouché, Baker and Rose (2005:230), transformational leadership is the leader's ability to influence employee's attitudes, values, beliefs and behaviours, by working through them and with them in order to accomplish the organizations goals, mission and purpose. Summarizing from the above definitions, transformational leadership could be viewed as an interaction between leaders and followers, with a view to fostering attitudes and behaviours that arouse interest of workers and strongly commit them into accomplishing the organizations vision, goals and mission.

1.7 Research methodology

Mixed method research design was used in this study. According to Teddlie and Tashakkori (2003:697), the emergence of mixed methods as a third methodological movement in the social and behavioural science began during the 1980s. The reasons why I used mixed methods is I want to broaden understanding by incorporating both qualitative and quantitative research, and to also use one approach to better understand, explain or build on the results from the other approach. As a result, the mixing of the two methods was used in this study.

Creswell (2009:203) defines mixed method research as a design with philosophical assumptions as well as methods of inquiry. As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analyzing, and mixing both qualitative and quantitative data in single study. Its central premises are that the use of qualitative and quantitative approaches in combination provides a better understanding of research problems than either approach alone (Garbers ,2006: 109)).

A detailed account of the research methodology employed in this study appears in Chapter 3.

1.8 Chapter summary

In this chapter an introductory overview and background, problem statement and research questions and the aim of the study were presented. Also, the research methodology was outlined and the key concepts used in this study were clarified. In the next chapter, the literature review underpinning this study will be discussed.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The purpose of this literature review is to explore what has been written about the experiences of SMTs with regard to teamwork and to generate a conceptual framework within which data could be understood. It is also based on the argument about whether SMTs are working as a team to comply with the requirements of the education policies or they are genuinely implementing teamwork to improve their school performance. The tendency to regard the school principal as solely responsible for leadership and management of schools is gradually being replaced by the notion that leadership and management are the prerogative of many, if not all, stakeholders in education. This is evident in the range of policy documents, ranging from the South African Schools Act of (1996) to the more recent Draft Policy Framework of Education Leadership (2000) and Management Development that guides educational managers in the implementation of decentralised management structures.

The following sections are discussed in this chapter, namely: conceptualising teamwork in schools; the historical and philosophical foundation of teamwork; teamwork theories and models; emerging trends and challenges in teamwork in schools; transformational leadership in the school context; implications of teamwork in the SMTs and schools in general; practising teamwork in the school leadership context; and teamwork as a tool for improving quality of teaching and learning. These themes are addressed to acquaint the reader with what teamwork entails. After reviewing the sources, I looked at how teamwork is practised in schools. Certainly, the way in which teamwork is practised in schools could have an impact on the quality of teaching and learning. Central to this study, is the assumption that if SMTs are given enough training

on teambuilding, the possibility is that they will understand what effective teams are and what is expected of them as team members.

2.2 Conceptualising teamwork in schools

South Africa is faced with educational transformation that is embedded in the current educational policy. For this transformation to succeed, educators, SMTs, and those in the higher echelon in the Department of Education, will have to work together towards attaining the goals of education (Mogotlane, 2006:40). Accordingly, teamwork in schools provides an environment in which learning can be articulated, tested, refined and examined against the needs of the organisation and within the context of the learning entities than individual seeking to learn on their own.

This study assumes that for teamwork to be effective, all team-based activities need to be based upon the needs of the school, the needs of individuals within the team and the needs of the team. Arguably, by articulating these three sets of needs within the team, real progress and development will take place within the school. Therefore, teamwork in schools can lead the school to success because it involves communication, effective co-ordination and division of work load amongst all members. As noted by Vivian (2010:69), teamwork in school though far from new, has become increasingly important to education in South Africa and around the globe. Teamwork in school is also seen as small groups of people who work together, and thus communicate with each other, on a daily basis.

According to Fine (2010:05), teamwork in school consists of time and resource commitment on the part of the SMT communication skills building, and senses of belonging or being part of something that works. Evidently, schools where teamwork is effective, educators enjoy their work, they feel that work matters, they interact with other educators or SMT members well, they

view themselves as worthwhile individuals, and they are treated with respect. However, schools where SMT talk about teamwork but do not actually practise it will lack support needed for success. What makes certain schools to succeed is that they practice their beliefs.

Buber (2007:26) suggests that SMT need to practise dialogue rather than monologue in their communication with those they care about. A team member practising dialogue would speak openly and authentically, that is they would be who they are, rather than seeming to be someone they are not, but they would temper their being with care for others. As a result, they would engage in inclusion in that they would try to understand the experiences of their teammates. They would confirm, or value, though not necessarily approve of or agree with others. Teamwork in school also refers to group of people who interact with their teammates by listening and responding throughout rather than turning out of the conversation. It also means people or educational managers who do not seek power over their teammates but rather would insist on quality of all members (Mogotlane, 2006:43).

Steyn (2007:35) writes that it was traditionally assumed that only top managers had the competence to make decisions and that staff then had to carry these decisions out. Recently, however, there has been a move away from authoritarian models of decision-making towards more collegial views on the role relations between SMT and staff. In contrast, staff is now also regarded as capable of being part of the decision-making process in schools. Where leadership is shared in this way, teamwork is valued, and schools in which teamwork flourishes can be more effective than schools which are dominated by a single individual.

For Everard and Morris (2006:156), a team is a group of people with common objectives that can effectively tackle any task which has been set up to be

done. In this definition “effectively” suggests that, the quality of task accomplishment is the best achievable within the time available, and that the team makes full and economic use of the resources available.

Against the background above, in the schools where teamwork is practised, educators feel valued and involved because their contributions are recognised by other team members. Therefore, it is imperative to show individual team members how their contribution can help the success of the team, build unity and result in better performance.

2.3 Historical and philosophical foundation of teamwork

Dyer (2008: 285) avers that the emergence of the team idea can be traced back to the late 1920s and early 1930s with the now classic Hawthorne studies. These, among others, involved a series of research activities designed for an in-depth examination of what happens to a group of workers under various conditions. After much analysis, the researchers agreed that the most significant factor was the building of a sense of group identity, a feeling of social support and cohesion that came with increased worker interaction. Okumbe (2007:40) pointed out certain critical conditions which were identified for developing effective work teams:

- The manager had personal interest in each person’s achievement;
- He took pride in the record of the group;
- He helped the group work together to set its own conditions of work;
- He faithfully posted the feedback on performance;
- The group took pride in its own achievement and had the satisfaction of outsiders showing interest in what they did;
- The group did not feel they were being pressured to change;
- Before changes were made, the group was consulted; and
- The group developed a sense of confidence and candour.

Flowing from Okumbe (2007) work, the findings spurred companies to seriously consider the idea of grouping their employees into effective work teams and to this day they are still important consideration for human resource developer. Thomas (2008:57) also conducted experiment in the early 1930s on teamwork, by studying relationships between productivity and work conditions. He examined the physical and environmental influences of the work place, and then moved on to the psychological aspects such as breaks, group pressure, working hours and managerial leadership. In his experiment, he discovered that relationship between workers' and their supervisors affected production. This finding is significant as in the school situation where SMT are not in good relation, the school performance will be affected and there will be no quality of teaching and learning. Interestingly, he also discovered that workgroup norm significantly affects productivity, for example, if SMT set certain norms and standards for their school to achieve well, then they will need to practice those standards for the school to perform well.

Teamwork can be a very rewarding experience, but it can also be very frustrating. Whether it is rewarding or frustrating hinges on many factors which SMT should take note of. More recently, conceptions of educational leadership indicate that there is a move away from authoritarian leadership style to a more democratic mode of decision-making in schools. The idea that decision-making in schools should be moved to a lower possible level in an attempt to build quality schools not only relates to this shift in leadership style, but also plenty of scope for teamwork to flourish in schools.

The existing new development seems to pose many new challenges to SMT members. Many of these challenges relate to the idea that schools can be improved through teamwork (Hayes, 2006:12). The notion of school management through teams, though not a new phenomenon, is the re-organization of the education system. The concept was subsequently fleshed

out in official documentation where the composition and the roles of school management teams were elaborated upon. From the philosophical perspective, team management is rooted in theories that stress participation, notably site based (school based) management, teamwork and distributed leadership. According to Garner (2008:210), traditionally teams have not been heavily used in public schools. However, the tendency to use teams meaningfully in schools has been increasing, especially during the last two decades.

Many site-based management schools have made teams a key component of their school improvement efforts. Teams are also used extensively in a variety of special education settings. For example, Thomas (2008:58) explains that school accreditation is another area of education that has begun to recommend and advocate the use of teams as a means for bringing about school improvement. Thus, school accreditation plays an extremely significant role in the improvement movement. In addition to this, Okumbe (2007:42) argues that although human beings have interacted with one another since the beginning of time, the art and science of trying to deal with human relationships in complex organisation such as school is relatively new. During the early days since the needs of people were not quite varied and the school population or enrolment was low, educators tended to work in small groups which were easily managed. The actual working conditions were very poor and yet they had to work for long hours so as to survive the harsh environmental conditions.

Teamwork is generally practised in schools because it is gathering of workgroup of individual experts by prescribing purposes, having communication, having cooperation, decision-making together in making work plans to accomplish the goal (Brill, 2008:320). Teamwork is increasingly gaining importance and acceptance from SMTs and educators in schools because it is a guideline and a model of efficient work which can solve

problems of inflexibility and complexity of work. Bush and Middlewood (2005:107) state that teamwork has been popular at school and colleges in many countries. A team is what can help support and is regarded as part of structure of school. This is accordance with the concept of Catharine (2009:48) who elucidates that community schools and teamwork are not new ideas, but many communities and schools seeking positive change and safe schools are embracing these strategies for the first time. Teamwork has a potential to provide the spark needed to accomplish the broad-based support and involvement necessary to establish schools.

2.4 Teamwork theories and models

As observed by Garner (2008:91), strong educational management requires a thorough knowledge and application of motivation and job satisfaction which has been widely proved to be applicable in educational settings. He exemplifies the following theories on motivation and job satisfaction:-

2.4.1 Theory of motivation and job satisfaction towards a distinction

Garner (2008:92) disputes that it is imperative that a distinction be made between these two closely related concepts before an in-depth discussion is undertaken on the various theories. This is because many people do not distinguish between motivation and job satisfaction. He describes motivation as a process that starts with a physiological or psychological deficiency or need that activates behaviour or a drive that is aimed at a goal or incentives. In addition, motivation process consists of needs which set up drives, and the drives in turn help in acquiring incentives. Needs are best defined as deficiencies (ibid). As a result, they are created whenever there is a physiological or psychological imbalance. Drives and motives are evoked to alleviate needs.

For Buber (2007:29), drives are action-oriented and help in goal accomplishment. They are perceived as expressions of a person's needs; so, they are personal and internal. Incentives are found at the end of the motivation cycle. As Hoover (2005:54) explains, incentives are those things that will alleviate a need and thereby reduce the drive or motive. Incentives are external to a person; they are made part of the work environment by management in order to encourage workers to perform their tasks. Incentives such as giving awards to educators, always appreciating the good work they are doing, acknowledgement in staff meetings will really motivate educators to perform their duties. The principal should not wait until something goes wrong and start to complain.

Hoover (2005:60) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or experience. Basically, job satisfaction refers to a set of favourable feelings with which educators view their work. Consequently, job satisfaction is a spin-off of educators' perceptions of how well the jobs which they perform give them those things which they view as important to both the school and themselves. For Thomas (2008:59) there are three important dimensions identified in job satisfaction. The first dimension is that it is an emotional response to a job situation; in this sense, job satisfaction can only be inferred and not seen. The second dimension is that it is usually determined by how well the outcomes meet or exceed expectations; for instance, if educators feel that they are working much harder than others, with similar or comparable qualifications, but are receiving fewer rewards, they will most likely feel dissatisfied with their job. By the same token, if educators perceive their rewards as equitable then they will feel satisfied with their teaching job (ibid). Lastly, the third dimension is that job satisfaction represents several related attitudes. These attitudes are important characteristics of the job like work itself, pay, promotion opportunities, and supervision and co-workers.

The SMT must ensure that those educators who go an extra mile to improve performance of the school by offering morning lessons, afternoon lessons, coming to school over school holidays and during Saturdays are rewarded with incentives (Thomas, 2008:59). As determinants of job satisfaction, rewards may also determine motivation, but only if rewards are made contingent upon desired behaviour. The definitions further show that the concept of motivation and job satisfaction are both coordinate and synergistic (ibid).

2.4.2 A general model of motivation

Drafke and Kossen (2008:275) describe motivation as an incentive which causes action and create tension. Furthermore, tension can be created by a shortage or lack of experience by people. As a result, inexperienced and incompetent SMT members can create tension amongst themselves and in the school which will subsequently de-motivate staff members. An individual's past and present environmental experiences, expectations, performance and rewards also serve as motivation (ibid). If a person believes that the desired outcomes are unlikely or impossible to realise, he or she may not even bother to make an effort.

Fortunately, SMT members can influence staff expectations in various ways, for instance, by offering rewards and establishing goals jointly. Arguably, the SMT's ability to work as a team will improve school performance. Unfortunately, performance alone does not enable individuals to satisfy their needs, especially if they lack the appropriate skills or their prior training is inadequate. Rewards or outcomes result from the motivated activity. Outcomes may come from the internal environment in the form of a praise, promotions or financial awards. Outcomes can also come from the internal environment in the form of a feeling of self-esteem or achievement as a result

of accomplishing the goal. However, negative outcomes tend to result in staff dissatisfaction (Scott & Walker, 2006:49).

2.4.3 Content Theories of Work Motivation

The content theories of motivation aim at determining what motivates people at work. These theories are concerned with identifying the needs and drives that people have and how these needs and drives are prioritised. In addition, these theories are mainly concerned with the kinds of incentives and goals which people aim at attaining in order to be satisfied so as to improve their performance at work. The scientific management school thought that money was the only incentive and the worker was perceived as a rational economic man. In contrast, the human relation movement felt that the incentives should include better working conditions which take into account the overall individual needs. As a result, the theories of work motivation and job satisfaction have married the ideas of scientific management and human relations movements.

Hoover (2005:790) mentions five main theories under the content (a cognitive) model. They are the Maslow needs hierarchy, Herzberg's two-factor theory, ERG (existence, relatedness and growth needs), McGregor's and McClelland's theories.

2.4.4 Maslow's needs hierarchy

Okumbe (2007:65) argues that Maslow's work has been the most influential theory amongst a plethora of theorists on the hierarchy of needs. Maslow's studies in human motivation led to propose a theory of needs based on a hierarchical model with basic needs at the bottom and higher needs at the top. These are physiological needs, safety needs (which are basic); love needs, esteem needs and self actualisation needs, (which are secondary or higher needs). The physiological needs are the basic needs that include

hunger, thirst, sleep and sex while safety needs include both emotional and physical needs. Consequently, school safety and security also contributes towards poor performance, because if educators do not feel safe, they will not be able to create a relaxed atmosphere in the classroom which is conducive to teaching and learning.

The third level of needs is variously referred to by Miskel and Ogawa (2006:80) as love, belonging, affection, affiliation or social needs. Certainly, SMTs working as team mostly experience affection, sense of belonging and end up loving and respecting one another. This need is of most important as educators spend most of their hours in their working environment and that is where love needs should be satisfied. The fourth level of needs is the esteem needs, which include power, achievement, competence, recognition and status. Educators aspire for self- respect, self esteem and esteem of others. While working in a team, every team member recognises worthiness of others. These needs can be satisfied by respecting the views and opinions of all team members before decisions are taken.

Principals must trust that even if certain tasks are delegated to post level 1 (PL1) educators in teams, they will be done to the outmost level. In that way, educators not in the management level will feel their worthiness in school. The fifth level of needs is the self-actualisation needs. As noted by Botha (2003:50), at this level, one becomes what one is capable of becoming. In other words, what one can be, one must be. An individual's need to self-actualise is the need to be what one wants to be to achieve fulfilment of one's life goals, and to realise the potentials of one's personality.

Garner (2008:134) postulates that physiological, security and social needs can be met if money and employment are available. However, with limited budget, SMTs cannot usually provide additional bonuses for staff nor can they

determine the salary attached to a post as this is a prerogative of the Department of Education. Be that as it may, SMT, can however, play an important role in seeing that educators receive their salaries on time, like their salary advices, and they can make special arrangement if there are any delays. Moreover, SMT can also help address staff's security and social needs as are commonly accused of not telling their staff what their limits are and what is expected of them.

It is pivotal that SMT should communicate their wishes to their staff. The formulation of various policies, such as a school policy, sport policy, and subject policies can help to communicate expectations. In addition, other regulations such as the starting time of the school leave conditions, and communication channels will help educators to get to know their environment. Furthermore, ensuring safe environment from violence is another security need that should be met.

Educators' social needs can be met by serving on committees such as the sport committee, examination committee and cultural committee at the school. These committees can help meet educators' need to belong to a group. Steyn (2005: 44) states that self-esteem and self-actualisation are important in boosting staff performance. Unfortunately, these needs are often neglected. SMTs are all too inclined to say: "if I do not like what you are doing, I'll tell you. Till then you are doing a good job." As a result, educators want acknowledgement for what they are doing well too. Providing appropriate, timely and specific feedback to staff on their performance can satisfy their needs at this level. In addition, staff needs challenging jobs to realise their potential.

Accordingly, SMTs can provide job enrichment, empower staff to participate in decision-making and use job rotation to prevent boredom.

Garner (2008:135) affirms that in educational settings, Maslow's needs hierarchy implies that educational management has a responsibility to create work climate in which educators can satisfy their needs. Arguably, most secondary school educators have met their basic needs, and therefore SMT should focus on creating a work environment which satisfies the growth or higher order needs. For example, the enabling work environment should provide opportunities for greater variety in teaching methodologies, autonomy in work schedules and increased responsibility so that the maximum potentials of the educators can be realised. However, if an enabling environment is not provided, they will have increased frustration, lower performance and job satisfaction, increased work restriction, tardiness and high turnover.

2.4.5 Hertzberg's two factor theory

Thomas (2008:59) suggests that Hertzberg's two factor theory (motivation-hygiene theory or dual-factor theory) is based on the assumption that dissatisfaction leading to the avoidance of work and satisfaction leading to attraction of work do not represent the end point of the single continuum. Instead, two separate *unipolar continua* are required to reflect people's dual orientation to work; hence the two-factor theory. Hertzberg concluded that factors which are associated with the job-itself such as intrinsic, job-content or physiological factors tends to lead to job satisfaction. These factors, among others, include achievement, recognition, work itself, responsibility and advancement. Factors which are associated with the environment surrounding the job such as extrinsic, job-content, physical, environment or maintenance factors do not tend to lead to job satisfaction. These factors include school policies and administration, supervision, salary, interpersonal relations and working conditions.

In Owens' (2007: 54) analysis, things that make people happy at work are not simply the opposite of things which make them unhappy. The two sets of things are different in nature. As SMT member, one cannot just satisfy educators by removing the cause of dissatisfaction, for example by giving staff higher housing subsidy. Therefore, the opposite of "dissatisfaction" according to this theory is not "satisfaction" as one might expect, but rather "no dissatisfaction". For example, salary, working conditions, type of appraisal, climate in the school and attitudes of management can be sources of dissatisfaction. Therefore, improving salaries and working conditions and developing a more humane, concerned management might reduce dissatisfaction, but it is not the ultimate approach to motivate staff members.

The theory advocates that it is not possible to motivate people through maintenance factors. As a result, reducing a class size, developing a more amiable atmosphere and improving working conditions may do two things; reduce or eliminate educator's dissatisfaction and create conditions in which they may be motivated. SMT should also be concerned with ensuring that the cause of dissatisfaction is removed and that opportunities for satisfaction are increased.

Miskel and Ogawa (2006:81) perceive job satisfiers as people who determine long term changes, and job dissatisfiers as those who generally determine short-term positive changes of attitudes. Herzberg further refers job satisfiers as motivators because they fulfil individual needs for psychological growth, and job satisfiers are hygiene as they merely serve to prevent an individual from feeling bad about work. This theory assumes that educators' motivation can be improved through changes in the nature of the job through job enrichment. Therefore, educators should be enabled by SMT to have maximum control over the mechanisms of the task performance, and their duties should be designed to enable them to experience a feeling of accomplishment of assigned tasks.

In the light of the above, SMT should ensure that educators are provided with direct, clear and regular feedback on their performance in general. It is also imperative that educators should be provided with an enabling environment, by the management, so as to motivate them to learn new and different procedures on the job and also experience some degree of personal growth through promotion and further training (Rossouw, 2007:56).

2.4.6 Existence, Relatedness and Growth needs (ERG- theory)

Alderfer in (Garner, 2008:139) formulated Maslow's five needs hierarchy into three more general need levels and identified three groups of core needs, namely: existence needs, relatedness needs and growth needs, which led to the ERG theory. The existence needs are concerned with sustaining human existence, including physiological and safety needs. In addition, the relatedness needs are concerned with how people relate to their surrounding social environment which includes the need for meaningful social and interpersonal relationships. The growth needs relate to the development of human potential which includes self-esteem and self actualisation.

In Hoover's (2005:10) opinion, the growth needs are the higher level of needs. Alderfer needs model is similar to Maslow's needs hierarchy in a number of respects. However, the two models differ on two important aspects. The first difference is that whereas according to Maslow, educators move up the hierarchy when the needs has been satisfied and the next need becomes the proponent, conversely, Alderfer ERG theory proposes that there is also a frustration regression process in addition to the satisfaction-progression process. This means that when educators are continually frustrated in their attempts to satisfy growth needs, the relatedness need will re-emerge as a strong motivating force thus, the efforts are re-directed towards the lower order needs. The second difference is that the Alderfer theory suggests that more than one need may be operating at the same time, unlike Maslow's pre-

potency rule. As a result, the ERG theory allows for greater flexibility in describing human behaviour.

2.4.7 McGregor's theory X and theory Y

Hoover (2005:16) describes McGregor's theory X as when people are not interested in work, do not want to work and must be coerced or rewarded. People cannot be trusted with responsibility or authority without being carefully monitored. He defines theory Y as when people work as naturally as they play. If they are challenged by interesting and rewarding work, they will perform well without constant monitoring. Furthermore, Hoover (2005:17) also included theory Z that assumes that work comes naturally to people who also want stability of employment and a harmonious community environment for their work life.

Everard and Morris (2006:23) state that theory X managers view the majority of people as having limited abilities while they themselves are more superior. Stereotypically, they believe that staff members will take advantage of the work situation and have no concept of a fair day's work. If SMTs subscribe to theory X, it will be reflected in every contact they have with those they supervise. Clearly, theory X puts a strong emphasis on control and direction. On the contrary, they further state that if educational managers apply theory Y, each staff member is viewed as a real asset and as having a definite capacity for growth and development. They are creative and will accept responsibility. There is no question that they are stupid, irresponsible or hostile. Theory Y managers accept that there will always be a few such members of staff, but they are the exception and not the rule. As a result, it is SMTs job to create a working environment where the potential of every educator can be tapped. If the educator is not performing satisfactorily, SMT has to provide assistance and close supervision. But, as the educator grows

and develops, control can be reduced and the educator can be given more opportunities for self-direction and self-control.

Thomas (2008:61) views McGregor's theory X and Y as sets of assumptions about the behaviour of people at work. According to him, theory X assume that educators are lazy, that they dislike work and they will avoid it, that since they dislike work they must be coerced in order to do it, that they will avoid responsibilities and so will seek to be led and that most educators are self-centred in that they place security above all other factors. Strategically, SMTs can make educators to achieve high performance by monitoring and controlling the effectiveness of teamwork and giving extrinsic rewards to motivate them. Okumbe (2007:450) describes theory Y as employing a human and supportive approach to management. Contrary to unjustified perceptions about educators, the theory assumes that educators are not inherently lazy; they view work as being as natural as rest or play, educators will exercise self-direction and self control if they are committed to the ability to make innovative decisions.

2.4.8 McClelland's achievement motivation theory

Buber (2007:26) mentions three basic needs defined by McClelland as need for achievement, need for power and need for affiliation or belonging. McClelland define need for achievement as a drive that some educators have in order to overcome the challenges and obstacles which they encounter in the process of goal attainment. According to Buber (2007:29), teams with high need for achievement have the following characteristics:

- A tendency to set moderately difficult goals. The high team achievers like to set their goals which they thoughtfully select and become committed to.

- The teams like to be as fully as responsible for the attainment of their goals as possible, they would rather accomplish a task successfully than leave it to chance.
- Team leaders have desire for concrete and timely feedback on tasks performance to their team members.
- Team leaders also want to know how well they are doing; hence they attach greater importance to set goals. Rossouw (2007:58) noted that achievement motivation is very low when achievers are performing routine, boring, unchallenging and non-competitive tasks.
- Team members have a single minded pre-occupation with tasks and tasks accomplishment.
- High performing teams put much of their energy on the task to ensure that it is not only accomplished but it is also done to the best of their knowledge and capability.

Furthermore, Mogotlane (2006:46) refers need for affiliation as an attraction to another person or group so as to feel that one is accepted. Educators with need for affiliation have a strong desire for reassurance and approval; a tendency to conform to valued norms; and a sincere interest in the feelings of others. Interestingly, Fine (2010:06) found that team members with high need for affiliation have low absenteeism and perform better when their efforts are appreciated. SMTs should thus create a cooperative and supportive work environment where positive feedback is consciously tied to work performance in schools. Sometimes, team members bond into a cohesive group held together by esteem and respect. They experience the sense of being loved or satisfactory in contact with others. As a result, knowing that one's team exists to share that work load and that someone will pitch in to help when necessary, provide a measure of relief to the team members. Arguably, schools that succeed in improving job satisfaction claim that the fuel that makes it work is the team spirit.

Mogotlane (2006:49) argues that need for power refers to the desire to influence others and to control one's environment. The need for power takes two forms, namely; personal power which refers to domination just for its sake; and institutionalised power, which is concern with the attainment of teams' goals. Additionally, Garner (2008:78) states that power oriented managers, if driven by organisational effectiveness, can help in providing the impetus necessary for the facilitation of goal oriented behaviour among their teams. In line with this, SMT should be able to detect educators who possess need for power which is well intended for the overall team effectiveness. Such need for power should be enhanced for the achievement of goals in secondary schools.

Teamwork in some instances, offers a greater degree of control over ones work life. Control enables one to determine his or her own action and exert influence over others. On the other hand, Hoover (2005:09) elucidates that ownership of work comes to team members in many forms, one of which typically relates to the removal of layers of organisational control between themselves and top managers. This suggests that when one makes decisions, one comes to work in a different type of attitude than when one does not. Certainly, nobody likes being told what to do. The removal of structure often leads to less formality and a more relaxed atmosphere. As a consequence, when educators are given opportunities to make joint decisions in their teams, they feel that they have control over their teams and also feel trusted by their managers and that can improve their performance.

2.4.9 Tuckman's Theory and Model

Buckley (2008:64) ascribes the Bruce Tuckman's model as the most famous teamwork theory. Tuckman's model is widely known as a basis for effective teamwork. This model is significant because it recognises the fact that groups

do not start off fully-formed and functioning. Begg's and David's (2009:62) suggest that teams grow through clearly defined stages, from their creation as groups of individuals, to cohesive, task-focused teams.

2.4.9.1 The four phases of Tuckman's Teamwork Theory

1. Forming

This is the initial stage of team development during which individuals have not yet gelled together. During this stage, everybody is busy finding their place in the team, sizing each other up, and asking themselves why they are there. Effective teamwork in schools happens when four elements such as strengths, teamwork, alignment and results are in place. Begg's and David's (2009:69) claim that individuals flourish as they use and develop their strength. People come together building relationships that result in effective teamwork. Accordingly, a team leader aligns a team through effective communication of purpose, so that individual strength combines with teamwork to deliver team results. Together, everyone achieves more as performance flows and results that are meaningful and rewarding to the team (Buckley, 2008:65).

2. Storming

During this stage people begin to see themselves as part of a team. However, at this stage they may challenge each other, and the team leader about the task of the team, and how the tasks should be done. As the stage title suggests, conflict and confrontation typify this stage, as differences surface. This may result in some loss of performance or focus on the task (Buckley, 2008:65).

3. Norming

This is a phase where team members start to come together, developing processes, establishing ground rules, clarifying who does what, and how things will be done. This phase is characterised by a growing sense of “togetherness”. It is during this stage where SMT need to come together in formal meetings and clarify the role of every member and also distribute their roles and responsibilities accordingly (Begg’s & David’s, 2009:63).

4. Performing

This is the final stage where increased focus on the tasks and on team relationships combines to provide synergy. Performance is delivered through people working effectively together. During this stage, SMT must make sure that they have achieved all the set goals. They must also make sure that teams were effectively monitored so that school performance is enhanced (ibid).

2.4.9.2 The STAR (strength, teamwork, alignment and result) team model

Maeroff (2008:98) maintains that the star team model provides the substance to the stages, situations and surrounding of the Tuckman’s teamwork theory which team leaders need to focus on.

1. Strengths

In Maeroff (2008:107) observation, this model teamwork in schools happens when individuals flourish as they use and develop their strengths. Therefore, the strengths of team members need to be recognised at the first stage of forming a team. The SMT can practice this by making sure that every opinion and suggestion of each of their members is recognised. They must make sure also that skills and potentials of every team member are recognised.

Supposedly, they must select and identify team members based on clear strengths and determine what skill and strength is needed to achieve the results of the team. As a result, the SMT must find out how they can best make an individual's strength contribute to the results the team need to achieve. They must also explore what the team need to be good at.

2. Teamwork

During the first stage a focus on the goals and the results expected of the team will start to bring people together. Significantly, time should be given to develop relationships in the team, especially to recognise each other's strength and begin to see where they can complement each other (ibid).

3. Alignment

The team leader's role is to bring the individuals together, aligned behind a clear sense of why the team exists. The emphasis is placed on developing clarity with the team of the results you all want to achieve, whilst ensuring that individuals strength are brought together and individuals begin to develop relationships together (Maeroff, 2008:108).

4. Results

The SMT must together set and establish the vision and purpose of the team. Accordingly, the SMT should define a clear sense of identity and purpose, as well as to determine the meaningful results the team envisages achieving. The SMT must also confirm the goals and intended results with fellow colleagues in the school. Therefore, the SMT should establish what task the team needs to do to achieve the agreed meaningful results. Lastly, SMT should identify who ought to do the task (Begg's & David's, 2009: 75).

2.5 Emerging trends and challenges of teamwork in schools: global and national perspectives

Technological developments and the globalisation phenomenon affect team work in organizations. Schaubroek, Simons, and Lam (2007:1021) assert that the ongoing globalisation, the permanent availability of information in terms of speed and quality and the increasing competition have changed the processes within the organization. This process has become too complex and time consuming for individual processing. There is an increasing trend of teamwork in schools as organizations (ibid). Notwithstanding the increasing popularity of teams, Nelly (2008:301) holds that research on team development has not kept pace with the growing need for understanding how teams can achieve more effective performance.

Tondeur (2008:301) maintains that there are challenges in keeping the team together and these include keeping morale, trust, communication lines, good leadership and responsible membership at high levels. He also outlined the following as challenges and trends that can emerge in building teamwork in schools:

1. The people who compose the team:

Teamwork is not gathering people together and telling them what to do and what not to do. In fact, the essence of the construct is the coming together of different personas and making them work towards a common goal. The people in the team achieve unity after exercise of forming, storming, norming and performing. Most importantly, for the school to achieve its objectives, the SMT should set aside their personal differences and interests. There is also a challenge of feeling of ownership and accountability over the duties that they are to be undertaken. Some of the principals do not delegate some duties to relevant members, they see themselves as the owner of the whole school, which delays school progress and the submission date are not met. A vivid

perspective of the objectives, commitment to the goals and an atmosphere of trust characterise any team. Above all, schools should have capable SMT who has full empowerment among themselves (Tondeur, 2008:301).

2. The people behind any effective team

If the success of the school is largely influenced by the quality of its SMT, the level of teamwork displayed by a team is influenced by the efforts of the SMT who compose it. Hence, any school principal who wish to be successful should encourage SMT to be effective in the planning stage and be open to ideas and positive feedback. There are specific qualifications for responsible team members. Every SMT member should genuinely care for each other, support and trust team members and share liability problems rather than blaming them for certain failures. Certain characteristics make effective SMT members stand out from the mediocre ones. They should be able to execute a plan through direction setting and team management, are conscious of the welfare of the team, have no favourites, are ready to work harder and set good examples for others.

3. Keeping team performance optimum

The first stage to creating a high impact team is skill levels assessment. This process results in the identification of training needs. Coaching, communication skills and team spirit activities are other tools essential in creating an effective team. As a result, it is essential for all SMT to be conscious of their respective roles in the team. After all, the achievement of school goals is highly dependent on the level of appreciation SMT members have regarding their responsibility to the school (MacMillan & Schumacher, 2001:413).

One of the challenges that emerge is that the effectiveness of a group of people in a school is not necessarily a team. Certainly, there is a challenge of forming effective teams in schools. More effort should be put in building a team so that a really effective team exists. Inevitably, Tondeur (2008:308) explains that where people are involved, there will always be difference of opinions and personality clashes. There might be problems emanating from staff to other staff, there might be personal clashes which cannot be accommodated properly, there might be different agendas.

Policy compliance of the department is also a challenge because the teams must make sure that whatever decision they make is not contrary to any of the policies of the department. According to Tondeur (2008:302) competency amongst team members is a threat as relying on other team members may mean that the school might not meet certain due dates and the major thing is to meet due dates by the department. On the other hand, laziness of some of the educators who want to do the basic minimum, negative staff members who threatens to derail attempts at team-building is also a challenge (MacMillan & Schumacher, 2001:413).

Disloyalty to the team is another issue as team members might not share the same vision and then you will find the disruptive elements within the team. Lack of trust amongst team members can also be a challenge. Some principals clearly found it difficult to trust all team members as they believe the job may not be done the way they would like it, they may not get that personal satisfaction. Another challenge is seeing teamwork as time consuming as it takes time for team members to reach common opinion about something and issues that need urgent attention sometimes do not get it (Tondeur, 2008:302).

Hargreaves (2005:75) holds that some educators see teaching as an intimate act which is most effective and properly conducted when shrouded in privacy. According to Piercey (2010:113), the following practices are disliked by teachers, namely:

- Educators do not need to be observed or watched while teaching as they think it inhibits performance;
- Educators prefer to work alone with a class of learners. The challenge is while working alone, how they will determine whether what they are doing is valid or invalid. Because they are used to working alone, they usually face strains due to the problem of managing and being managed;
- SMT members face personal and interpersonal tensions, differences of opinions, matters concerned with the definition of their tasks.
- SMT members will have challenges of resolving practical issues such as finding time to plan with colleagues, conflict due to mismatches between their own ideologies and those of their colleagues; and
- SMT members may experience alienation due to the essentially marginal nature of the roles in which they find themselves. When team members do not work well together, schools can unfortunately experience the opposite effect such as lack of consensus, wasted meetings and meeting time, mediocre or poor execution of work tasks, and low morale.

2.6 Implications of teamwork in the SMT and the school in general

Teamwork amongst SMT promotes joint responsibilities for their actions. So, decision-making power is increased through teamwork. Effective communication within the SMT is also promoted by teamwork (Schaubroek et al., 2007:1022). Schools in general also benefit from teamwork. Schools set goals; vision and mission are realized through teamwork. Regular structured

meetings amongst the SMT contribute to team's success. Staff members in a school feel empowered; they co-operate and collaborate through consultation. Problems can also be solved more creatively if the SMT functions as team rather than individuals (Van der Mescht & Tyala, 2008:230).

On the other hand, benefits of teamwork in schools include stress reduction, and improved quality of relationships. When team members feel included in their team processes, the team becomes more flexible and more capable of adapting to new situations. Most importantly, when the team is tight and connected, team members work hard, not just for themselves but also for everyone around them. They feel loyalty to each other, as part of the performing organisation and as if they are part of the family. This bond helps them hold together during any challenge (Vivian, 2010:61).

Teamwork in schools implies creation of an environment for shared responsibility, knowledge and both continuous professional and personal development. As Tondeur (2008:230) states, communication is the very means of cooperation. One of the primary motives for schools to implement teams is that team-based organizations are more responsive and move faster. A team or the school, in which it resides, cannot move faster than it communicates. Clearly, fast, clear and accurate communication is a hallmark of high levels of team performance (MacMillan & Schumacher, 2007:07).

Vivian (2010:62) suggests that common experience, along with a vast collection of research demonstrate that schools can expect a range of benefits to accrue when educators work together. Educator teaming can reduce educator isolation, increase collegiality, facilitate the sharing of resources and ideas, and capitalize on educators individual and shared strengths. And most recently, educators teaming have been discovered as an avenue toward

educator learning and enhanced professional development that can subsequently lead to gains in learner achievement (ibid).

Teamwork at school will help push the school to achieve the goals within the frame of determined time by using knowledge of administration and by uniting physical power, will power and intellectual power of participants to be the same in teamwork (Catharine, 2009:45). According to Piercey (2010:234), schools where SMT work together as team experience the following implications:

- Clearly defined goals and roles;
- Mutual support and motivation;
- Joint decision-making;
- Unified commitment;
- A collaborative climate;
- Standard of excellence;
- Evaluation, achievement and celebration;
- Taking positive action in implementing decisions;
- Willingness to listen and work together;
- Getting the job well done;
- Competent members;
- A result-driven structure;
- External support and recognition; and
- Principled leadership.

Arcaro (2005:14) also explicates that when the SMT work together, the mission and vision of the school is easily realised. They trust and respect each other and are all willing to invest in one another. Their team meetings are efficient and produce results. They work on the tasks that are consistent with the mission and vision of the school. Information is shared with all

members and team activities are communicated to all staff members and conflict is anticipated and eliminated before it becomes divisive.

2.7 Transformational leadership in the school context

Schaubroek et al (2007:1020) define a transformational leader in a school context as a leader who inspires followers to transcend self-interest and perceptions of their own limitation to become more effective in pursuing collective goals. Transformational leaders articulate ambitious collective goals and encourage followers to accept those goals. Transformational leaders also support followers in working towards the goals, such as by acting as a role model, stimulating them to engage in analysis, showing concern for them as individuals, and encouraging teamwork.

Transformational leaders act as mediators because they influence team performance through the mediating effect of team potency which is defined as members generalized beliefs about the capabilities of the team across tasks and contexts. They communicate a high level of confidence in the team's ability to achieve ambitious collective goals (Dionne's et al., 2004:177).

Transformational leaders should model desired behaviours and encourage followers to engage in analysis. Such guidance provides team members with a better understanding of how to approach their work and should therefore strengthen their belief that they can execute the behaviours and analysis needed for successful team performance. According to McNatt and Judge (2004:550), transformational leaders should show concern for followers' needs, and also should promote a belief among team members that the leader will provide them with any support that they might need from him or her. Believing that the leader will provide them with resources and other type

of support, followers need to execute their work successfully and also strengthen team member's confidence that they will be successful.

Transformational leaders also promote cooperation among team members by fastening belief among team members so that any disagreements that arise within the team will be resolved. Furthermore, Rafferty and Griffin (2004:329) define a transformational leader in school as a leader who motivates followers to achieve performance beyond expectations by transforming their attitudes, beliefs and values. In Dionne et al.,'s (2004:177) opinion, a transformational leader provides vision and mission, instil pride, respect and trust and augment optimism among the subordinates. As a result, the leader acts as a model for subordinates, the representative of vision, the symbol to focus efforts.

The leader tries to motivate the subordinates to achieve their fullest potential by coaching, mentoring, and linking the needs of an individual to the mission of an organization. Certainly, a team leader provides the subordinates with new challenging ideas and evokes an awareness of problems, awareness of their thoughts, and recognition of their vision in subordinates. Using transformational leadership, the leader has to bring the group on one collective path pursuing the same objective. The leader should therefore support a greater interaction and communication, and communicate the achievement of subordinate's objectives to increase the member's satisfaction and to inform them about the task completion (McNatt & Judge, 2004:550).

2.8 Practicing teamwork in the school leadership context

The prerequisite of effective teamwork in a school requires an effective leadership, effective communication, participative decision-making and sharing of power and authority. The SMT should create opportunities for staff development and also establish good human relations. They must ensure that

the plans of different teams complement each another in promoting school goals and distribute the work load evenly amongst the team (Moloko, 2006: 32). The SMT as a team that leads all school activities should also promote active and effective participation of the team members in decision-making. Notably, educators should feel that their opinions and suggestions are welcomed during staff meetings. The SMT should perceive educators' participation in teamwork not as favour, but as the educator's democratic right. During meetings, SMT should also level the decision-making field by ensuring that all educators have sufficient information on the topic under discussion.

Swart (2008:47) argues that the role of SMT in team building consists of improving people and task-related skills. In addition, Prins (2007:35) explains that an effective leadership ensures that empowered environment is created which is characterized by different categories of team such as attitude to leaders, values and norms of educators, authority, staff identity, teaching standards, relations and attitudes of individuals with regards to people's feelings. Ideally, the SMT should provide educators with the forum where there is an interchange of information and the strengthening of relationships and the improvement of the school climate. Specific rules that relate to specific tasks need to be clarified by the SMT as well as those that relate to the team.

Mogotlane (2006:48) notes that SMTs should realize that the role they play in school is significant. Regardless of this role, they can never be solely responsible for the management of the school. They should realize that for school to achieve, excellent collective effort is needed. Involvement of team members in decision-making will help in achieving the school mission as well as the goals. Essentially, this will result in the taking up of the schools ownership by all team members. Accountability will therefore be owned by all team members not only the SMT.

Rossouw (2007:52) found out that excellent schools, like effective schools, do not just happen but are the result of visionary and value-centred leadership, strategic planning, systematic thought and hard work. School leaders require a vision to lead their schools on the road to excellence. Only leaders with a vision of a better future for their school will succeed in implementing school improvement. According to Botha (2003: 41), leadership is the instrument through which a vision can be transformed into reality. Therefore, the school community can become committed to being the best they are capable of through responsible leadership which is visionary and value-centred.

Transformation leads to a change in the way of thinking and the established behavioural patterns of a person. The responsibility of leadership to change rests mainly with the principal. However, the entire teaching staff should be involved in any school improvement initiatives, otherwise it cannot be successful. The principal should not forget that educators possess unlimited potential which must be utilised to the advantage of the school. The principal should motivate and inspire educators to work to achieve excellent as well as to have high personal teaching aspirations. Therefore, a responsible, informed, dedicated leader regards it as his task to empower the team members and everybody in the school community for the challenges of a new era in South Africa.

Nelly (2008:08) claims that leaders who practise teamwork in schools as those that do not have to do everything themselves. They are leaders that ensure that the group as a whole set goals and have a vision. Moreover, the SMT must not take all the decisions themselves but must ensure that the necessary decisions are taken (ibid). Team leadership includes delegation of certain powers to other people, who have a clear understanding of what is expected of them. To add, Piercy (2010:112) contends that the vision and mission of the school need to be based on agreed, just and equitable values

by the whole community. This suggests that members of the school community set objectives and ensure the implementation of common objectives. Consequently, team leaders need to stimulate others so that they can participate in the smooth running of the school. So, they need to be transparent, open, just, accountable and equitable.

As Loertscher (2010:75) emphasises, an effective leader is able to influence team members, has the ability to persuade others and facilitate the group process. A leader is also sensitive to the needs of others and their level of participation. A team leader has the problem solving skills, quality of ideas, anticipation outcomes of alternatives and he is creative. The effective leader is also characterised by his general aptitude, interpersonal skills, flexibility, and the desire to learn.

In his investigation, Criss (2010:30) found out that school managers who want to promote higher levels of cohesion ask educators to have a say in the decision concerning the direction of the team. A comprehensive team goal-setting programme would not only involve all team members, but create a team vision that is owned by everybody. If everyone is empowered, and everyone buys into the same goal, unity will develop and be reflected by the school performance (ibid).

2.9 Teamwork as a tool for improving quality of teaching and learning

According to Begg's and David's (2009: 142), team teaching involves a group of instructors working purposefully, regularly and cooperatively to help a group of learners of any age to learn. Ideally, educators in team teaching set goals for a learning area together, design work schedules, prepare individual lesson plans, teach learners and evaluate the results (ibid). Educators also share insight, argue with one another, and perhaps even challenge learners to

decide which approach is better to improve teaching and learning. With team teaching, new educators may be paired with experienced educators to take them on board. As a result, innovations are encouraged, and modifications in class size, location and time are permitted.

Team teaching facilitates more interaction between educators and that may result in an improved quality of teaching and learning as SMTs model the respect for differences, interdependence, and conflict resolution skills (Okumbe, 2007:56). The SMT set the target for all learning areas concerning performance together, select common material for educators to use, and also develop common test and examination for all learners as to improve performance. According to Swart (2008:133), the quality of teaching and learning is improved when educators set sequence of topics and supplemental materials together, when they also give their own interpretations of the materials together and use their own teaching styles. The greater the agreement on common objectives and interests, the more likely that teaching will be interdependent and coordinated. In addition, team teaching can also offset the danger of imposing ideas, values and mindsets on minorities or less powerful ethnic groups. Essentially, educators of different backgrounds can culturally enrich one another.

Similarly, Visagie (2006:53) argues that teamwork improves the quality of teaching and learning as various educators approach the same topic from different angles, theory and practice, past and present, different gender or ethnic backgrounds. As a result, educators' strengths are combined and weaknesses are remedied. Most importantly, poor educators can be observed, critiqued and improved by other team members in a non-threatening, supportive context. The quality of teaching and learning is also improved as evaluation done by team of educators will be more insightful and balanced than the introspection and self evaluation of an individual educator.

Working in teams spread responsibility, encourage creativity, deepens friendships' and builds community among SMT (ibid).

The SMT complement one another, share insights, propose new approaches, and challenge assumptions. They learn new perspectives and insights, techniques and values from watching one another. In addition, team teaching cuts teaching burdens and boost the morale of educators. Team teaching also improves the quality of teaching and learning as in an emergency one educator can attend to the problem while the other educator continues to teach. Therefore, sharing in decision-making bolsters self-confidence and as the SMT sees the quality of teaching and learning improving, their self-esteem and happiness grow.

Education is described by Okumbe (2007:56) as a highly results-oriented (achievement oriented) discipline, in the sense that prospective educators and learners are judged by the grades on their certificates. This implies that educational managers must strive to enhance achievement motivation to educators and learners so as to provide quality education. The provision of quality education in schools has become the main concern for all stakeholders. In his study, Sili (2006:26) revealed the effectiveness of teacher teamwork, in the restoration of the culture of teaching and learning. He further explains that, the utilisation of teams in schools has positive results for both educators and learners. Educator's teamwork has proved to be a panacea to educators who have previously worked in isolation. Such educators are ensured of group synergy. Principals should play a vital role in fostering teamwork culture at schools.

Visagie (2006:51) elucidates that the greatest challenge for schools is to break the isolation of teachers in the classroom and to guide them to engage spontaneously in team teaching with their peers. While there are numerous

barriers to team teaching, the benefits are such that they far outweigh the barriers. Potentially, team teaching can assist educators and SMT to overcome uncertainties, improve quality of teaching and learning and establish their school as a strong centre for learning.

According to Arcaro (2005:23), teamwork can enhance quality management in schools as effective teams utilise resources more effectively, increase school effectiveness, improve the quality of educational programmes and create better learning and working environments. In addition, Donaldson (2006:05) argues that there are direct benefits for learners and educators for working in teams and that teamwork is essential in building a professional culture in schools. When the SMT conduct meetings together, where they discuss issues pertaining curriculum, giving educators necessary support and development on the performance, teaching and learning will defiantly improve. To improve the quality of teaching and learning, the SMT must also conduct workshops where school managers will guide educators on the new development in education, more especially in the related learning areas (ibid). By so doing, educators will feel empowered, motivated and the quality of teaching and learning will inevitably improve.

As the SMT share information about learners, teaching and learning and their roles as managers, they become more effective and the school benefit. As educators learn to work together, they become more efficient and professional educators and the quality of their work with one another and the learners is enhanced. The best weapon SMTs have against uncertainty and change in education is working together. For the quality of teaching and learning to be improved, SMTs must also share values and goals, educators must be given time to reflect and to work together and learners must be taught to work collaboratively and to focus on issues of curriculum and instruction. Certainly, successful schools ensure ample opportunity for collegial contact, because this makes a difference in learner achievement. The quality of teaching and

learning is enhanced if decision-making power and strategic autonomy are held by those closest to learners, educators and parents (Swart, 2008:234).

Interestingly, Jorge (2010:87) observes that team teaching produce several pedagogical and intellectual benefits, including the development of dynamic, interactive learning environment, creation of a model for facilitating the teaching of critical thinking within or across the learning areas and establishment of new approaches and current issues in the learning area. Educators working together can promote quality of teaching and learning because they are able to share topics or chapters in the learning areas they offer. In team teaching, educators feel free to take those chapters that they are comfortable with and that is better compared to teaching individually as it enhances learner performance. During team teaching, educators are able to share skills, as one educator may be skilled at building morale, stimulating enthusiasm, or building confidence, and all skills shared together may be improved the quality of teaching and learning (ibid).

Current educational reforms are extensive and far reaching. For example, Visagie (2006:53) reports that educators generally feel insecure and uncertain about the implementation of these reforms. Team teaching can assist principals and educators to overcome uncertainties, improve teaching practices and establish their school as a strong centre for learning. School where team teaching exists, educators experience low absenteeism, commitment and self discipline. Educators strive towards educating learners to accept authority and discipline as well as learner's that are committed and motivated and that will improve the quality of teaching and learning. Through effective teamwork opportunities are created for every learner to develop to their full potential (Botha, 2003:47).

Against the above background, research confirms that teamwork can improve the quality of teaching and learning in school as different workloads within the school, which has connection with each other both major systems and supporting systems, the school has to determine working team responsible for each system to jointly determine goals, plan for the work, design evaluation and improve their work (Senior, 2002:312). This may be done by sharing learning areas, consulting, discussing and relying on one another.

2.10 Chapter Summary

The second chapter dealt with literature review of different sources on teamwork. This chapter discussed conceptualization of teamwork in schools, which addressed how SMTs view teamwork in their schools; the historical and philosophical foundation of teamwork was also looked into which addressed when teamwork became effective in schools; theories and models related to teamwork such as Maslow's needs- hierarchy, Herzberg's two-factor theory, the ERG- theory, McGregor's theory X and Y, and McClelland's achievement motivation theory. The emerging trends and challenges in teamwork in schools (both global and national perspectives, implications of teamwork in the SMTs and school in general, transformational leadership in the school context, practising teamwork in the school leadership context and teamwork as a tool for improving teaching and learning were also discussed in this chapter.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter is devoted to the discussion of the research methodology and design that was used during the study. Research methodology is the general planning of how the research project is going to be conducted. As research strategies vary, only those that have been followed in this investigation are discussed, and the rationale for the chosen methodology is outlined.

The planning included mixed method research design which was the method used in the study, the sampling of participants, and data collection that explains how data were collected from the sampled schools, interviews and questionnaires which are the instrument used to collect data. Data analysis of the collected data is also explained in this chapter. Issues around validity and reliability of the instrument used to collect data and the ethical considerations taken into account before conducting interviews and distributing questionnaires are also discussed. Research realities are also discussed in this chapter.

3.2 The interpretive paradigm

This research is positioned in the interpretive paradigm. Terre Blanche and Durrheim (2008:34) suggest that the interpretive researcher's purpose is to gain understanding of situations that are complex. Hence, this study is situated in schools that are complex networks in which staff members interact at various levels. Rubin and Rubin (2005:43) argue that interpretive social research emphasises the complexity of human beings, and attempts to construct and understand their worlds. Working in this paradigm implies that I have investigated people within their context and attempted to make sense of

their interpretation and experience of teamwork amongst the SMT members. According to Cohen, Manion and Morrison (2007:22) "...the central endeavour in the interpretive paradigm is to understand the subject of human experience."

Interpretive researchers recognize that by asking questions or by observing they may change the situation which they are studying (Bassey, 2007:43). Since I have been interacting with many SMT members, my findings have been in some way analysed relative to the behaviour of my respondents. For this reason, Bassey (2007:45) further argues, "to the interpretive researcher, the descriptions of human actions are based on social meanings; people living together interpret the meanings of each other and these meanings change through social intercourse". As a result, social interaction of people is a cornerstone of individuals constructing meaning and reality of their surroundings. Through that interaction people are then able to express their lived experience.

According to Creswell (2009:54), research design refers to a plan for selecting subjects, research sites, and data collection procedures to answer the research question. Accordingly, the research design shows which individuals will be studied, and when, where, and under which circumstances they will be studied. The goal of this research study is to provide the results that are judged to be credible. Credibility refers to the extent to which the results approximate reality and are judged to be trustworthy and reasonable (Hessie-Biber 2010:76).

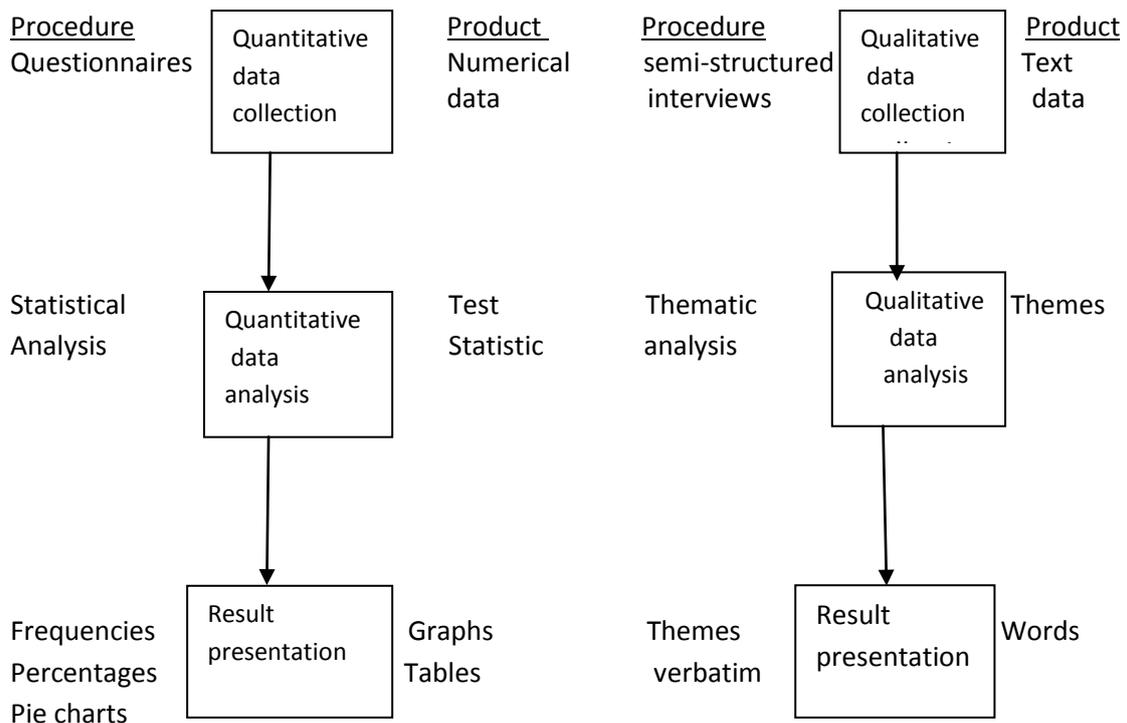
The research design indicates the plan of action, the road map towards accomplishing the aims and the objectives of the study. Mixed method research design was used in this study. Working in this paradigm granted me an opportunity to find out how SMT understand and experienced the

phenomenon of teamwork in their schools based on their lived experience rather than theoretical knowledge. In addition, the research was also designed within interpretive paradigm as a small- scale of interviews from six schools and questionnaires from ten secondary schools was used to collect data.

3.2.1 Research Design

The following Sequential Triangulation Design Visual Model as defined by Creswell (2009:204) was used to collect data:

Sequential triangulation design visual model



Triangulation in social science is defined by Creswell (2009:204) as a research design that enables the researcher to describe, measure, manipulate and understand a concept if the researcher look at it from two (or more) different perspectives. If as a researcher I reach the same conclusion from the interviews and questionnaires, I would likely feel more comfortable

with my conclusion as if I have validated the first conclusion by checking the same thing again. Triangulation is also defined by Rothbauer (2009:123) as an approach that uses a combination of more than one research strategy in a single investigation. Therefore, I chose triangulation strategy to assure completeness of my findings and conclusions. Any single qualitative research strategy has its limitations. By using interviews and questionnaires, my findings will be confirmed by overcoming the limitations of single strategy. Interestingly, uncovering the same information from more than one vantage point helped me to describe how the findings occurred under different circumstances and assisted me to confirm the validity of my study (Plano Clark & Creswell, 2008:213).

Garbers (2006:208) also define triangulation design as a multi-method approach to data collection and data analysis. He further argues that the basic underpinning the concept of triangulation is that the phenomena under study can be understood best when approached with variety or a combination of research methods. Proactively, I also used multi-method approach strategy to reduce biases or deficiencies that might have been caused by using only one method of inquiry. Creswell (2009:234) asserts that in the early 60s, triangulation was put forward as a way to increase the measure of validity or to strengthen the credibility of research findings by comparing the results of different approaches to a single unit of study. In other words, triangulation could measure what was thought to be the same thing by using different method of investigation.

The data was collected using the above sequential triangulation method. I first used interviews to collect data and analyzed the results, and then subsequently followed by data collection using questionnaires and they were also separately analyzed. The quantitative and the qualitative data were collected separately to offset the weaknesses inherent within one method with the strengths of the other. The interviews and the questionnaires were

conducted in different phases and the results of the two databases were analyzed and discussed separately. In chapter four I first presented data collected from interviews followed by data collected from questionnaires.

3.3 Sampling

Sampling is the process of selecting a number of individuals for a study in such a way that they represent the larger group from which they were selected. A sample comprises of the individuals, items, or events selected from a larger group referred to as a population. The purpose of the sampling is to gain information about the population by using the sampling (Maxwell, 2008:121).

Purposeful sampling was used to select the six secondary schools where interviews were conducted. Respectively, the six secondary schools were selected primarily because two were classified as top performing schools, two as average performing schools and the last two as underperforming schools. By choosing schools with different performance, I assumed that teamwork amongst SMT could partly influence the school performance, as previous research has found that teamwork exist in top performing schools and this would enable me to address my research questions. According to Marshall and Rossman (2007:07), purposeful samples are sometimes referred to as 'accidental samples' for the reason that elements may be drawn into sample simply because they just happen to be conveniently situated, spatially or administratively, near to where the researcher is conducting the data collection. Thus, I selected the six secondary schools in Tshwane North district as I am currently working in that district, which will give me easy access to the schools.

The SMT members interviewed were selected using simple purposive sampling because I required information-rich key informants, and I expected

that the SMT has the basic knowledge information about teamwork in schools as they are the management team of the school. The sample consisted of either the principal or the deputy principal and one head of department with at least three years management experience from each six schools for interview purpose, therefore twelve SMT members were interviewed.

Furthermore, ten secondary schools were also sampled randomly for distribution of questionnaires. It was also requested that the questionnaires be filled by SMT members with a minimum of at least three years experience in management, as this will mean that they have experienced how working as a team impact on the quality of teaching and learning, how it impact on their schools performance, whether their team is effective or not and which skills are they using to build teamwork in their schools.

3.4 Data Collection

3.4.1 Gaining access

Before any data collection could take place, researcher must negotiate for permission to do so with the person in charge of the institution or settings where she wants to collect data. These individuals may include principals, educators, governing bodies, or supervisors (Harries, 2008:143). Permission to conduct research was applied to Gauteng Department of Education, after approval, letters were sent to selected schools to also ask for permission to interview SMT members and to distribute questionnaire to some of the schools.

I also assumed that it would not be difficult for me to gain access to these schools as I am also an SMT member working in the same district where most of the time I met with the principals of these schools during meetings, workshops and seminars. It was stated clearly in the letters that interviews

and the completion and collection of the questionnaire will be done after school hours that the smooth running of the school is not disturbed.

3.4.2 Interviews

Conducting interviews is important in order to determine SMT's in-depth views regarding their experiences of teamwork. Harries (2008:36) argues that events cannot be understood unless one understands how these events are perceived and interpreted by people who participate in them. SMTs are school managers who works as team on day to day activities, thus it is important to gather information on their experiences of teamwork and how it impact on quality of teaching and learning. Schalock (2008: 67) states that one way to find out about a phenomenon is to ask questions from the people who are involved in it some particular way.

A pilot interview was conducted with SMT members similar to the participants of the research study from two secondary schools not included in the sample before the interviews commenced. The aim of the pilot interview was to evaluate and improve the effectiveness of the questions to be used during interviews and alterations to be made to the questions where necessary before the interview. The pilot interview was also conducted to validate the interview schedule and to enable the researcher think about what to expect from SMT members. It was also conducted to check the gaps and to clear certain items.

Semi-structured interviews were conducted with the twelve SMT members from the six schools. It took me three to four weeks to conduct the interviews as I visited two schools per week. Each interview lasted for fifteen minutes. The interview was semi-structured in the sense that I was leading the interview, there was a set time established for the interviews and I planned

some questions prior to the interview. Strategically, some of the questions were open-ended so that they do not restrict the participants' opinions and they are able to probe into areas that arise during interview interactions. They were in-depth because they were designed to go deeply into the understanding of the informants. (See the attached questions for interviews in appendix A).

SMT members were interviewed and their answers reflected their perceptions and experiences about teamwork. Trochim (2009:67) maintains that interviews enable participants to discuss their interpretations of the world in which they live, and how they regard situations from their own point of view. Whatever SMT think about, and would like to share about teamwork was carried out during interviews. As a result, SMT members were expected to demonstrate whether they have sufficient knowledge and skills on implementing teamwork in their schools. Respondents were also expected to confirm how absence of teamwork impacts on the quality of teaching and learning and how effective or ineffective is the Department of Education in supporting them.

Before the interview commenced, permission was solicited from the participants to use a tape recorder. Permission was asked so that the SMT could know why a tape recorder was used. After the permission was approved, a brief introduction was given to give interviewee the aims of the research. In the introduction, the interviewees were also told to be free to give their opinions as much as they wanted. Respondents were also told that the information collected was strictly confidential and private. A tape recorder was used during interview to verify the notes taken down during the interview and to allow the interview to proceed without having to ask the respondent to repeat any information and to ensure that no information was lost. It was also used so that respondent will be able to verify synthesis of the data obtained and modify any misinterpretations that they detected in the data presented to

them. Tape recorder also reduces bias that is present when taking notes as the interviewer may overlook important information. (See the attached interview questions in appendix A).

3.4.3 Questionnaires

Data was also collected through questionnaire in this research. Prior to the main data collection, fifteen questionnaires were piloted to three secondary schools which were not part of the sample. The pilot study consisted of participants similar to the participants of the research study. Feedback from the pilot study enabled me to rectify any unclear statements or items in the questionnaire. One hundred questionnaires were distributed to ten secondary schools in Tshwane North district. To adhere to ethical considerations, prior to questionnaire distribution, letters were dispatched to the principals of selected schools, explaining the significance of the study, and requesting them to allow their SMT members to participate.

Distribution and collection of the questionnaire occurred each on a separate day. It took me about four to five weeks to distribute and collect the questionnaire from the sampled schools. Distribution and collection of data occurred during the month of May and June 2011. It was anticipated that each participant would take about twenty minutes to complete the questionnaire. Participants were encouraged to complete their questionnaire during break/lunch period to avoid encroachment into the regular school programme.

The questionnaire consisted of open-ended and closed-ended questions. It consisted of section A, which is biographical data; section B, which is knowledge and attitudes on teamwork; section C, which deals with teamwork skills and section D which deals with general questions. The questionnaire consisted of eighty-five items divided into themes related to teamwork

amongst SMT. Respondents were required to complete the questionnaire by circling the appropriate number of their choice for each item on a Likert five-point scale. The five-point Likert scale of satisfaction legend consisting of strongly disagree, disagree, neutral, agree and strongly agree was used in section B. Another Likert five-point scale of competency legend consisting of very competent, competent, undecided, not really competent and not competent was used in section C. Of the hundred questionnaires distributed, seventy six were returned. (See the attached questionnaire in Appendix B).

3.5 Data analysis

Saldana (2009:122) views data analysis as a process that requires the analyst to capture an understanding of the data in writing. Data analysis is also the process of bringing order, structure and meaning to the mass of time-consuming and fascinating process. Data analysis has taken the form of reviewing the interview data, identifying issues, and reporting these as main themes in terms of the research questions. Mouton (2006:111) is of the view that we analyze data by identifying patterns and themes in the data and drawing conclusions from them. In line with this, when I was identifying patterns, I came across contradictory as well as complementary findings.

The first step was to compile the data from the questionnaires. Here, I used the Special Packages for Social Sciences (SPSS) package to analyse the data from the seventy-six questionnaires collected. Descriptive statistics of graphic portrayals using frequencies, percentages and pie charts was used to analyze the data from questionnaires. I used the descriptive analysis because I wanted to summarize, organize and reduce data from the seventy-six questionnaires collected. The results of the respondents are presented in chapter 4.

As far as interviews are concerned, I began by transcribing the interview data. For Seidman (2007:281), transcribing "...is a crucial step, for there is the potential for massive data loss, distortion and the reduction of complexity". To avoid the loss of valuable data, I transcribed the tape myself immediately after each and every interview. At that stage, the interview setting was still fresh in my mind, and the body language and other gestures of the interview were also clearly remembered. This ensured that detail was recorded. After transcribing that data, I physically cut and pasted the respondent's responses onto a chart according to the questions. From there, it was easy for me to identify commonalities and differences in the responses, and identify themes. To Creswell (2008:153), data analysis "requires that the researcher be comfortable with developing categories and making comparisons and contrasts".

I read through the data several times to familiarize myself with them. Knowing my data well gave me insight into what the respondents were saying. Then I listened over and over to the interview tapes and picked up some points that the transcripts were not portraying as significant. The tone of the respondents helped me to identify those issues. I then established my 'super themes' which embrace many sub themes. I then analysed the themes in terms of the research questions and literature. In that way, I obtained a greater completeness adding depth and breadth to my understanding of SMT experience on teamwork in their school context.

The themes together with comments are presented in chapter 4.

3.6 Validity and Reliability

According to La Follett (2007:78), validity means the degree to which scientific explanations of phenomena match the realities of the world. It refers to the truth or falsity of propositions generated by research. Explanation of observed phenomena approximate what is reality or truth, and the degree to which the explanations are accurate comprises the validity of the research. Foster (2008:87) also define validity as a judgment of the appropriateness of a measure for specific inference or decisions that results from scores that are generated. As a result, validity is dependent on the purpose, population and a situational factor in which measurement takes place.

To ensure validity of the research, I conducted two pilot interviews with four SMT members of two secondary schools which were not part of the sampled schools. I also piloted fifteen questionnaires to three secondary schools which were also not part of the sampled schools to test whether the interview questions and the questionnaire prepared will test what I intend to test. After completion of pilot interview and piloting questionnaires, I discussed the questionnaire with my supervisor and we effected some changes where it was necessary.

In contrast, reliability is explained as the consistency of measurement, the extent to which the results are similar over different forms of the same instrument or occasions of data collection. Reliability is also defined as the extent to which independent researchers could discover the same phenomena and to which there is agreement on the description of the phenomena between the researcher and participant (Foster, 2008). In order to enhance the reliability of this study, a standardized form of questioning was used during interviews with the aim of minimizing the effect of research bias. Furthermore, questionnaires were used to collect data from participants regarding the same issues and the collected data could therefore be coded

systematically. I also used the following strategies to reduce threats to reliability, namely: verbatim account; by which I presented direct quotations and transcripts of the participant's responses during interview; low- inference descriptors- during interviews I made sure that no abstract language is used so that participants could understand every term; mechanically recorded data- all interviews were recorded on a tape recorder.

I also left an "audit trail" so that the pathway of the decision made in the data analysis can be checked by another researcher. Glaser and Strauss (2007:19) however argue that it is worth considering whether or not this method leaves any room for the "hunches" or "felt sense" of the emerging theory that can occur as the researcher becomes immersed in the data. They further advocate the process of "memoing" in that the researcher makes a note of key thoughts, hunches and lines of enquiry during data collection to serve as a form of audit trail. Munhall and Boyd (2005:374) suggest that items can be checked against one another repeatedly and compared and contrasted again and again to provide a check on their representativeness. I also did this by repeatedly reading the interview transcripts, and checking one data item or theme against others. By doing this, distortions, inaccuracies and misinterpretations were gradually discovered and resolved.

Melia (2008:327) maintains that testing out validation process that occurs in qualitative research where refining and checking the credibility of proposition, themes and categories that emerge in one interview can be verified in subsequent interviews where the following response can be obtained:

- The interviewee may agree with the authenticity of data and the representativeness of the interpretation and adds nothing new;
- The interviewee may agree with the authenticity of the data and the representativeness of the interpretation and adds further refinement and understanding to the category;

- The interviewee may disagree with the authenticity of the data and the representativeness of the interpretation and redirects the researcher's inquiry; and
- The interviewee may disagree completely with the authenticity of the data and the representativeness of the interpretation and the researcher should completely rethink this line of enquiry (ibid).

Appleton (2005:999) argues that the process of triangulation also increase the accuracy of mixed method research findings in that data collected from different sources can confirm the truth. Smith and Biley (2007:320) assert that establishing truth value can be attained using three types of triangulation:

- Triangulation by means of constant comparative method. Mixed method of data collection was used to collect data and same themes appeared.
- Triangulation regarding the variety of data collection methods. Questionnaires and interviews were used to collect data and both produced same results.
- Triangulation regarding the variety of participants. Data was collected data from schools with different performance, and also included the whole SMT members, not principals or deputies only, so that the participants vary.

3.7 Ethical considerations

Before data was collected, letter of request to obtain permission to conduct research was send to the Gauteng Department of Education and to Tshwane North District. After approval, another letter was send to the sampled schools to also request permission to conduct interviews and to distribute questionnaires. In the letter I explained the purpose for the research, the details of the interview and that tape recorder or voice recorder will be used during interview, and that the interview and the completion of questionnaire

must not disturb the smooth running of the school. I also made sure that all participants sign consent form that the interview and the completion of questionnaire was voluntary and they are allowed to withdraw at anytime during the interview or not to fill the questionnaire if they feel so.

I also ensured that at the beginning of subsequent data collection sessions, sufficient information regarding the research project was made known to the participants. In order to ensure that participants are sufficiently informed, I established codes of ethical conduct to establish specific criteria for disclosure. Accordingly, the specific criteria for disclosure included a statement to the participants indicating that participation was voluntary and a description of what the participants could expect in terms of the essential methods of research. In addition, I outlined the research problem, the research approach, the design genre, data collection methods, data analysis procedures. I also explained the purpose of the methods, possible risks, anticipated benefits and a statement offering the participants to ask question and the freedom to withdraw at any time. I also included an explanation of how and why the participants had been selected, information about myself, as the researcher, and the possible uses to which the data or conclusion might be put (Foster, 2008:79).

According to Bryman (2009:31), privacy and confidentiality are two ethical issues that are crucial. I requested participants to share their thoughts, attitudes and experiences with me. I assured them that I will deal with all issues privately and confidentially. I did this at the beginning of each of my meetings with them. I constantly reminded myself that the participants could maintain privacy by controlling who might enter into their lives and who might be privy to information about them. Therefore, I did not reveal information about the attitudes, motivations, or behaviour that a research participant would rather not have revealed (Thompson, 2008:63).

3.8 Research realities

Research does not always proceed smoothly, and in this study I became aware of the extent to which a researcher is at the mercy of his or her research participants. In one instance when I went to collect the completed questionnaires from one school I found that four questionnaires were not completed. Apparently the principal delegated a general worker to distribute questionnaires to SMT members and the general worker forgot to make follow-up.

One particular SMT proved to be extremely uncooperative, and I ultimately failed to retrieve all the questionnaires I had left there. The problem was that the principal seemed too busy to hand the questionnaires to the rest of the SMT. He eventually tasked one SMT member to monitor the questionnaires (i.e. to issue them to the members and to collect them), but every time I came to collect the questionnaires the SMT member in charge had forgotten to remind other members. When he realized how much time I was wasting driving to and from the school he became sympathetic and he said to me “Mam instead of you coming to check the forms why don’t you leave your telephone number so that I can contact you as soon as they are completed?” I left my cell phone number and that was the last I heard from him.

In several schools the questionnaires were not completed by the entire SMT. Reasons ranged from member being on sick leave, to accusations of selfishness of a person who never cooperated with whoever came to the school (and I was not an exception). In another case, the school principal failed to hand the questionnaire to the SMT members and claimed to have forgotten when they had the SMT meeting. His first deputy principal learned that I wanted to have my questionnaire completed and he volunteered to distribute the questionnaires amongst themselves. Out of eight members, 6 completed the forms. The principal in question is yet to return his.

In another case, the principal mandated the deputy principal to assist me in whatever way possible which pleased me because the deputy principal seemed very eager to help. I made an appointment with him for interviews one day. On my arrival I learned that the principal was away and the deputy unavailable for some reason. So he (deputy) organized a teacher (female) for me to interview. She was keen to be of assistance in my research. But after asking her two questions I realized that she was not on the SMT. I immediately stopped the interview. She then called the deputy and uses the vernacular in explaining to him that she was the “wrong” respondent. Then he approached another teacher, also a female, who was in the SMT and asked her to present herself for an interview with me. She complied and we had an interview in her office.

In summary, it was not easy to conduct this research. The researcher needs to be patient and persevere and stay focused. Appallingly, teachers seem not to be keen on participating in educational research. This is perhaps because they are overwhelmed by their own work and do not have time in other research. Or perhaps it is because they lack intrinsic motivation. Whatever the reason, researchers need to face the sobering truth that one’s research project is not likely to be a priority in others’ lives, regardless of how important it may be to you. What these incidents reveal about schools’ level of professional maturity and functioning is another matter which I will not pursue here. My own understanding of the role of research is that is likely to feed into the ideal of the learning network, or learning organization to which policy documents refer. Therefore, researchers should be welcomed with open arms, and there is much to be gained from school-university collaboration.

3.9 Chapter Summary

This chapter dealt with the research methodologies employed in this study. Only the research strategies followed in this research have been discussed in detail. The study adopted a mixed method approach where both qualitative and quantitative research methodologies were employed. In addition, interviews and questionnaires were used to collect data. An issue around validity and reliability of the instruments used to collect data was also explained. Finally, ethical considerations taken to ensure that the rights of participants were not violated as well as research realities were also discussed.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

4.1 Introduction

The main research question in this study seeks to answer “how SMT members experience teamwork within their school contexts?” Given that SMTs were nonexistent prior to the democratic era in South African schools, the research is set out to explore how SMT members experience teamwork amongst themselves, how do they perceive this teamwork, whether they have sufficient knowledge and skills on building teamwork. This research also set out to explore the impact that teamwork has on the quality of teaching and learning and whether the Department of Education is doing enough to give support to SMT members on building effective teams in schools.

In doing so, this chapter presents data gathered through interviews and questionnaires. The interviews provide the main data, and principals’ responses are presented first and their responses differ significantly from those of other SMT members. Computer spreadsheet was used to analyse data from 76 questionnaires collected out of 100 that were initially distributed and the results are also presented. For the sake of the completeness of the raw data emerging from both interviews and questionnaire, appendix A and B are included. The general picture that emerges is overwhelmingly positive because SMTs generally welcome the concept of teamwork, and believe it has many positive consequences/attributes. However, the picture is complex, and frequent teamwork is characterised by tensions, conflicts and other challenges.

The interview data are presented in themes identified through close reading of the interview transcripts. Respondents are distinguished from each other by means of the following key:

P = Principal

DP = Deputy Principal

HOD = Head of department

Schools are also distinguished from each other by means of the following key:

School 1 = S1

School 2 = S2

School 3 = S3

School 4 = S4

School 5 = S5

School 6 = S6

4.2 Interviews analysis

The following are the themes that emerged from the data obtained from the interviews.

- Perception of teamwork
- Impact of teamwork on quality of teaching and learning
- School performance
- Decision-making power
- Knowledge and skills on team building
- Monitoring teamwork
- Benefits of teamwork
- Challenges of teamwork
- Support and guidelines needed to build teamwork

4.2.1 Perceptions of teamwork

Principal's responses:

The interviews with the principals confirmed that the concept of teamwork is not a new phenomenon in schools. Most of the principals perceive teamwork as sharing the workload of managing schools amongst themselves, working together to achieve set goals. On a technical level, principals use team management to allocate different sections or activities in the school to other staff members. P1 from S1 uses the guidelines to allocate duties to SMT members. P2 from S2 refers to teamwork as *“system ... of dividing the work.....”* P3 from S3 believes schools are too complex to be run single-handedly, and thus delegates sections to different SMT members. P3 reiterates *“... you can't expect one individual to have a finger on everything and actually have a correct opinion on everything...”*

P4 from S4 believes that *“many hands make light work”* and showed me an organogram on which the tasks of running the school are allocated to *“various SMT members...”* as a proof of working together as team. Similarly, P5 acknowledges that *“I can't do the job on my own”* and that he inculcates a culture of voluntarism. In his words, he states: *“I draw up the needs, put them on the board and ask all staff to tick all they would like to do by writing their names next to it. If nobody wants to do a certain job I say, is there any volunteer?”* He claims that this practice really encourages teamwork.

The responses of the principal indicated that most of them understand the concept of teamwork as not just a group of people but working together and sharing responsibilities of managing the school.

Other SMT member's responses on perception of teamwork:

Deputy Principals and HOD's also perceive teamwork as working together as a group to reach common goal, though some indicated that sometimes teamwork is time consuming and some principals do not like working as team always and also revealed that there are some of the things they like doing on their own.

In DP1's situation, he indicated that:

"We are two deputy principals and she (principal) says here are the duties, which one do you think you can do best? And then she gives you duties and sometimes we are given duties even if you think cannot do them; it's your duty you must do it. I don't think this is teamwork."

HOD1 *"... We work as team. We divide the work amongst ourselves as school management team and we hold SMT meetings together to plan school activities, thus teamwork"*.

HOD3 claims that the sharing of ideas and workload are strong advantages of teamwork.

DP2 perceives teamwork as dividing the work equally amongst SMT members, sharing ideas:

"When you are sitting as an SMT we set up rules, in that I'll mention a few: All ideas are important – All ideas in the SMT are as important as each other. No ideas are less than the other-even the point of views, the point of views is of an equal level in terms of importance. "

One HOD perceives teamwork as time consuming. HOD5 argues:

"Things are not done quickly enough because of the process of consultation and talking because sometimes it does take time to

actually come to one opinion about something or to an acceptable opinion as team members and those things that need urgent attention sometimes don't get it."

Of interest in this study is the fact that the SMT members have different perceptions about teamwork. The respondents alluded to the fact that teamwork seems to be characterised by sharing. Furthermore, it is sometimes taken for granted that when SMT, for example, is having a meeting they are necessary working as a team and sharing ideas. The danger is that this could be a mere formality and the principal might implement what s/he feels like implementing.

Everard and Morris (2006:71) call this a failure to listen. In their terms "failure to listen...is a game of asking people for their views in order to ignore them". It would, however, be fair to assume that working in teams encourage sharing of ideas. Additionally, sharing ideas promotes effectiveness in teams because in schools, the SMT is likely to have a wider range of ideas than any single manager.

Of significance in this study is the fact that the principals I interviewed emphasised sharing and teamwork, whereas other SMT members (deputies and HODs) did not put the emphasis on sharing, but rather on communication. It seems that the two parties focus on what they would like to see happening. On one hand, the principals highlighted sharing of the workload and other administrative functions because they feel the job is too big. On the other hand, the remaining members feel the need to be better informed. These differing expectations underscore the notion of teamwork being a process, rather than a phenomenon, which is never really completed.

However, Ndebele (2007:2) reminds us that teamwork is “not only what we do together when we have been put in some position of power to steer an organization or some institution”. In line with this thinking, we work from the premise that teamwork exists widely within schools and emerges from different individuals and groups of people at different times as they go about their work. Spillane (2006:26) usefully refers to this as the ‘leader-plus perspective’ where the work of all individuals that has a hand in the practice of teamwork is acknowledged and valued.

This research also corroborates that to work as a team is to work together in an organised manner to achieve a common goal. This requires understanding the interdependencies amongst team members and using them effectively in order to achieve the common goal. As Cardona and Wilkinson (2006:34) argue, each team member has his own personality and brings to the task particular skills, knowledge and experience, which are different from those of other team members. That is to say, each team member has a certain aptitude and position. All this aptitude and positions must be manifested and brought into play, so that SMT interact with one another in a coordinated way in pursuit of the goal.

In this research, SMT members have shown that they are not using their aptitude and positions in an isolated way, they are always taking other team members aptitudes and positions into account. Furthermore, research also validates that a team comprise a group of people with a common purpose which work together physically or virtually in order to perform a clear task (Spillane, 2006:105). Teamwork consists of a “collection of individuals who are interdependent in their tasks, who share responsibility for outcomes, who see themselves and who are seen by others as an intact social entity embedded in one or more larger social systems, and who manage their relationship across organisational boundaries (Cohen & Bailey, 2007:106). As a result, this present study also confirms that working in teams encourages

support from your fellow team members, and that the team support you will get is in terms of positive criticism, advice, correction, encouragement and different ideas.

Providing support is a central feature of Hersey and Blanchard's situational leadership model (Hoy & Miskel, 2006:292). Both scholars are of the opinion that new team members need to be constantly supported through the scaffolding process until they are confident enough to precede with their duties. In addition, support emerges as a key ingredient of teamwork in the literature. And as Scott and Walker (2006:50) argue "Without the right form of support, teamwork can be a little more than a token of democracy, and if schools are to optimise their use of teams, they must face up to some of the inconsistency evident in their structures, system and processes".

4.2.2 Impact of teamwork on quality of teaching and learning

The HOD's, as SMT members directly involved with curriculum issues, confirms that teamwork impact positively on quality of teaching and learning.

In DP2 situation:

"...I am not enjoying teamwork as a deputy in as far as curriculum management is concerned, because there are borderlines and restrictions. You do not work freely, sometimes you say things to the educators and educators do not see it your way. Sometimes educators do not like to take your opinion, if it is not from their HOD and they will say you are interfering; we have our own HOD. The only people that they recognise are the HODs. They are given more powers in curriculum than deputy principals".

According to HOD3, team teaching impact positively to the quality of teaching and learning because:

“...educators share learning areas where they have to plan together, set common tasks and assess learners together...” They are able to assist one another on how to approach some of the topics...”

HOD5 remarked that:

“...teaching and learning will not be affected just because an educator is absent or on leave, the other educator sharing the same learning area will assist learners without any difficulty...”

DP3 acknowledges that sometimes there are *“personal issues (within educators) that made them not to work together harmoniously, and that negatively affect the quality of teaching and learning.* To add, HOD4 claims that *“as heads of department, we hold learning area meetings where we encourage and give support to educators to work together as team to enhance the quality of teaching and learning”.*

HOD2 explains the situation as follows:

“...during these meetings, we monitor and moderate educators work, we also monitor whether educators are following the work schedules given to them, whether they have lesson plans, and we also discuss the challenges they experience in teaching...”

Interesting findings also emerged, where HODs worked collaboratively to develop new curriculum methods, planning jointly as well as preparing for class visits to monitor the quality of teaching and learning. HOD4 explains that:

“.....as SMT we meet on regular basis to suggest programmes, actions, strategies or plans to address areas of weakness in educator practices so that educators are developed and guided in the right direction....”

HOD 6 from S6 also stressed that team teaching impact positively on the quality of teaching and learning. He said:

“...Educator’s together set goals for a phase, design work schedule together, prepare individual lesson plans, teach learners and evaluate the results together...”

According to her, through team teaching, educators get opportunity of arguing with one another, and perhaps even challenge each other to decide which approach is better. In case of DP5, *“New educators may be paired with veteran educators. Innovations are encouraged, and modifications in class size, location, and time are permitted. Different personalities, voices, values, and approach sparks interest, keep attention, and prevent boredom”*.

Literature reveals that team teaching allows for more interaction between educators and learners. HODs analyze learner’s achievement of the learning goals in each learning area. From the interviews, it emerged that HODs’ emphasis is on results improvement, balancing initiative and sharing responsibility, specialization and broadening horizon, the clear and interesting presentation of content and learning development, democratic participation and common expectations, and cognitive, affective, and behavioural outcomes.

Among others, the principals and the deputies emphasised working as a team, educator’s model respect for differences, interdependence and conflict resolution skills as some of the pedagogical practices to be employed in teaching. They together set the goals of the phase and content, select common materials such as textbooks, and develop tests and final examinations for all learners. They set the sequence of the topics and supplemental materials. They also give their own interpretations of the

materials and use their own teaching styles. The greater the agreement on common objectives and interest, the more likely that teaching will be interdependent and coordinated.

Respondents view team teaching as not the only answer to all the problems plaguing educators, learners, and administrators. They unequivocally agree that team teaching requires planning, skilled management, willingness to risk change and even failure, humility, open-mindedness, imagination and creativity. But the results are worth it (Mostafa et al, 2010:104).

A reasonable number of principals also stressed that team work improves the quality of teaching as various educators approach the same topic from different angles: theory and practise, past and present, different genders or ethnic backgrounds. Accordingly, educator's strengths are combined and weaknesses are remedied. Struggling educators can be observed, critiqued, and improved by the other team members in a nonthreatening supportive context. The evaluation done by the team of educators will be more insightful and balanced than the introspection and self-evaluation of an individual educator (Wallace, 2009:76).

The interviews exposed that working in teams spread responsibility, encourage creativity, deepen friendships, and builds community among educators. As a result, educators complement one another as they share insights, propose new approaches, and challenge assumptions. They learn new perspectives and insights, techniques and values from watching one another. In addition, learners enter into conversations between them as they debate, disagree with premises or conclusions, raise new questions and point out consequences. Contrasting viewpoints encourage more active class participation and independent thinking from learners, especially if there is team balance for gender, race, culture, and age.

Most importantly, team teaching cuts teaching burden, and also boost morale. The pressure of another educator reduces learner-educator personality problems. In an emergency, one team member can attend to the problem while the class goes on. Sharing in decision-making bolsters self-confidence. As educators see the quality of teaching and learning improve, their self-esteem and happiness grow. This aids in recruiting and keeping educators in the system (Wilkinson, 2008:45).

4.2.3 School performance

One characteristic of effective leaders is their ability to involve all members of their SMT in decision-making processes. They try to build consensus and, with it, shared responsibilities and accountability for all decision in schools where there are high level of distributed leadership, leadership teams meet regularly and independently to plan and monitor school performance. These schools tend to perform well in various school activities.

It emerged in the interview with DP2 from S2 which was classified as performing school that their school perform well because:

“...As SMT we meet on regular basis to plan and discuss management and curriculum issues, and come up with strategies of improving results, and there after involve all staff members in implementing those strategies...”

In HOD4’s situation from S4 which was also classified as performing school indicated:

“...We don’t focus on grade 12 results only. As SMT we also draw strategic plan for improving the results of lower grades. One of the strategies is rotation, where educator has to continue with his group of

learners until grade 12, so that when the results are poor, he does not point finger to somebody for not laying the good foundation..."

According to DP2, for the school to improve its performance:

"The principal must work together with other SMT members; they must meet on regular basis and share responsibilities". The other HOD explains that:

"...In our school, there are phase head for every subject and / or phase and these subjects' heads meet with members of their subjects regularly for purpose of planning..."

Nevertheless, this was contrary to response of SMT members of other two schools classified as underperforming as HOD said:

"...As SMT members we tend to focus our efforts on ensuring that we comply with departmental rules and regulations and the bureaucratic administrative demands of district officials rather than on addressing the needs of our learners, which I think is the reason why our school results has dropped in the last two years..."

Another DP3 from another underperforming school indicated that:

"... Subject's heads, phase heads and teachers devote more time to administrative matters than to lesson preparation and assessment planning. They seldom meet to discuss planning hence planning is mostly inadequate..."

It also emerged from DP4 from S4 that their school performance has improved because "SMT members also involve educators in planning processes". He adds that:

"...Principals provide their educators with a year plan setting out all dates and deadlines for the year prior to the start of the school year.

Subjects/phase heads provide members of their subjects/phases teams with detailed work schedule for each grade for the year...”

It was clear that school performance also improves if monitoring is done on regular basis as HOD5 said:

“... We have systems in place for collection and analysis of data on learner and teacher performance and attendance...”

According to HOD5, educators in their school keep detailed record of the attendance, marks and homework completion of individual learners. Furthermore, learner attendance and late-coming is also recorded and monitored on a regular basis to enhance the school performance. As part of encouragement, the respondents feel that the leader needs to come up with challenging activities. In doing so to Sergiovanni (2008:169), the leader needs to “... turn problems into solutions and implement them”. Such activities are most desirable in an underperforming SMT. As a matter of fact, it happens that SMTs do not perform as expected; this is perhaps due to the fact that they might be bred with executing same duties every day. That is, they do not find the routine work challenging. As a result, they rest on their laurels and no progress is made. Sergiovanni (2008:169) further argues that leaders need to “... use their positions to recognise and reward accomplishment of both staff and students”. Accordingly, school principals are expected to publicly acknowledge work done by educators (even if is not a big achievement) through staff meetings and assemblies.

This is likely to boost the morale of educators because they might feel that their contributions to the school are appreciated and subsequently strive to do more. Another important task the principal is not to forget is to get educators to learn in the school setting. As Fullan (2007:98) asserts, “individually and together, principals have a responsibility to upgrade the learning opportunities of all educators in the system”. If that learning environment is created,

educators might be empowered. It emerged from the respondents that there are different factors affecting the performance of the school, including the size of SMT members, background and culture of the school, proper communication among SMT members, and others. They believe that for schools where SMT members have prior mutual collaboration and work experience, a different set of communications, such as holding meetings regularly always perform well. Similarly, Yeganeh and Su (2007:336) also explain that the culture of teamwork among the team members plays an important role in the success or failure of the school.

4.2.4 Decision-making power

Generally, the respondents feel that decision-making is crucial in any organization and they claim to be involved in the decision-making processes in their schools. HOD6 from S6 believes that:

“...if you are in a decision-making position, then group work or teamwork is essential.”

Another HOD5 explains:

“We make decisions and decisions are easily accepted because people feel that they are part of the decision-making and also when there is a problem facing them...when we take a decision the decision is taken jointly as a team as a result when you have to implement that decision everybody accepts it...”

According to DP2, this is so because:

“...when there was no SMT the principal was there to make unilateral decisions; now that there is an SMT, there is quality decision-making, we make decisions as a team - as an SMT...”

Similarly, HOD1 feels empowered by her role in decision-making: *“I’m part of decisions that have to be made and things that have to be decided about. Not a specific role, but I’m part of the discussions and part of the decisions that have to be made.”*

Uniquely, in P3 situation, the teaching staff as a whole makes the final decision:

“...we all work together and decisions generally are referred to the governing body first... decisions go through the committee - the management team - and go back to the staff...where decisions would be made... But sometimes the majority decisions do not always please everyone”.

On the other hand, HOD2 concedes:

“There have been times when I’ve been frustrated by the decisions that have been made because I didn’t agree with them.” DP4 acknowledges that sometimes there are cases he (the principal) really has to make decisions on his own.”

In this instance, the SMT members seem to be in agreement with the principals. P3 shares the similar sentiments and he has given an example of that prerogative by stating that: *“the principal needs at times to make some decisions to either salvage or sink the ship. Leaders have to be able to do that sometimes.”*

According to HOD3, participative teamwork needs:

“... People, who can sit together and make decisions, people who can put ideas together and people who can help one another. And the fact that we (SMT) pool ideas leads to a better management structure...because everyone is free anytime to bring up ideas and concerns...”

P2 believes that participative management “...gives (the SMT) a chance to make better decisions because...two heads are better than one”. To HOD1 “...all of us have a turn to have our input and try to bring ideas...” She further warns that “if you have your own idea and others aren’t allowed to have their say and give input - that is restrictive for the person in employment in the school and that prevents the school from getting those new ideas”.

From the interviews, it emerged that most principals and deputies described their schools culture as being collegial with SMT members engaging in decision-making in SMT meetings. However, evidence from some of HODs interviewed pointed to the contrary, with HODs saying that ownership of decision taken was lacking because the principals and deputies caucused beforehand and took unilateral decisions on issues. At SMT meetings, they (principals and deputies) made it appear as though democratic, participatory decision-making processes were being employed, but this was not so in reality, as the following quotation from HOD3 form S3 illustrated that: “not everything is by full consensus; most often the idea has already been formulated, decisions already made by the principal and deputy. We HODs are coerced into accepting it. The strategies they use, tactics are used to get us to take ownership- but it is not so. Ultimately, if it’s for the benefit of the children, we agree and accept the idea.”

Notably, the respondents perceive decision-making as a participatory activity, where everyone concerned should be involved. This corroborates with Owens’ (2007:288) argument that in participative decision-making, all members have the right to be heard, to have their views considered. In the interviews I conducted with SMT members, most of them believe on joint decision-making power. This is a sign of democratic management in schools.

Clearly, if all SMT members make joint decisions in schools, all team members will own those decisions because “it is only if people are involved in the process of decision-making that they will own the decision taken” (Udjombala 2006:49). On the contrary, Lewin’s principle bears testimony to the way in which people who were not involved in decision-making react. Understandably, their exclusion becomes the scapegoat and they give the impression that if they were included they could have come up with a better idea and could have anticipated the problem beforehand. The kind of assistance they give their principals is a wait and see stance (waiting for a failure).

The respondents also emphasise the importance of being well informed, including knowing their roles. First and foremost, the principal will require good communication skills (Sergiovanni 2008: 48). If the leader has good communication skills s/he is likely to articulate beliefs persuasively, effectively explain decisions, check for understanding, and behave in ways that reflect these beliefs and decisions. For the above to be accomplished, the leader is expected to both inform team members and at the same time to communicate his/her intentions. People need to know exactly what to do, in which case they are likely to be confident in tackling their tasks. It becomes evident that dissemination of information is of paramount importance. Therefore, the principal is expected to adopt an attitude of transparency regarding information, because “a manager who believes that lower employees don’t ‘need to know’ information isn’t likely to be able to perform well in a team” (Hayes 2006: 41). This also results in ‘unilateral decisions’ which is perceived as problematic by the respondents.

4.2.5 Knowledge and skills needed to implement teamwork

The general feeling of SMT on knowledge and skills needed to implement teamwork was that, it is important that one is knowledgeable and has

expertise in his/her job in order to perform the work efficiently and effectively. It emerged in the interview with SMT members that they use experience and expertise of some of their members including educators to co-ordinate some of management activities.

P2 from S2 commented that:

“...We identify this person is good in this, or has certain skills. We can approach this person to co-ordinate these activities or to be a team leader in that field, but not all SMT members are leaders. If you give to someone else, you’ll find that person indeed have knowledge and skill in that particular area. In certain cases others have developed much more competence than these seniors. So we distribute leadership all the time. Support will be on one on one to support that person given to co-ordinate that programme...”

One DP3 from S3 explains that there are various teams or committees that need skills and knowledge to function effectively in schools:

“...Educators who has experience and expertise in teams such as sport, culture, fundraising and project co-ordination are deemed fit by SMT to take on these opportunities for leading the teams...”

What also transpired to be the strongest teamwork skill between the principals and other SMT members is the question of communication. The principals by and large do not find communication to be an issue, but other members feel strongly that communication is vital in an organisation.

DP1 starts by giving the definition of communication. She said “communication is a two way process”. She advises that as a principal you must be someone:

“...who is good in communication...you must listen to your staff members and try to implement what they suggest if you see that it can help improve the situation of the school”.

To HOD6, teamwork is strengthened by members *“...understanding each other, communicating with each other and having that drive to succeed and to make sure that you make a difference...”*

HOD4 believes that SMT members need to:

“... ensure that there is enough openness or communication between the top level and the staff members...” If there is proper communication “conflicts could be ironed out because everybody is brought on board”.

P4 from S4 indicated conflict resolution as the other skill that can sustain teamwork in schools:

“...We differ a lot in opinion in our SMT meetings, but at the end of the day as a principal I use the art of negotiation as well as constructive, civil and not threaten other SMT member’s opinions as principal...”

It also emerged from HOD5 that goal setting and performance management is required by any effective team.

“...the school needs a vision and mission statement because the principal and the governing body will change over time. Changes can be disruptive unless the school has a clear direction and everyone has a shared idea about what the school is trying to do...”

P4 reports that planning and task coordinating will results in good performing team:

“... as SMT we draw year plan together prior to the start of each year and make it available to all staff members, we also draw action plan that explains who is going to coordinate what, target group, cost, and recommendation...”

Of outmost important in democratic management are the notions of consultation and communication. P5 claims that *“most of my management is consultation-consultative management; I talk to people”*. P3 is of the view that *“... If you have regular meetings teamwork should not be much of the problem...”* Similarly, HOD4 points to *“transparency”, “openness”, and “communication”* as significant components of an effective SMT.

Consultation seems to occur in both formal and informal way. P4 says” you don’t have to have meetings all the time-[rather] consult on a daily basis- it’s good to consult every time.” He also consults other stakeholders timorously:

“...I’m working with my governing council especially the executive members almost on a daily basis; I don’t wait for meetings...”

At school he consults on a one to one basis *“... you just call an HOD and say come sit down, what is happening? Tell me about this. You don’t have to call a formal meeting, that’s what I, do...”* He also stresses that *“you should be in control, and should consult and communicate with your HODs”*.

What the study revealed is that teamwork also requires the exercise of certain capabilities, such as giving and receiving feedback, being adaptable and managing time well. This is true as some SMT members I interviewed

pointed out that they use educators with certain expertise to coordinate or lead certain teams. This finding resonates with Cardona and Wilkinson's (2008:17) study which confirms that team members must adopt certain inner attitudes in order to make the most capabilities.

Listening, collaboration and optimism are essential ingredients of the effective teamwork. Respondents also emphasised that prior experience and acquired knowledge are needed to build effective team. In fact, some educators are brought into the team because they are experts in a particular field, through experience or training they have.

- Central to this study is the assumption that the starting point for true teamwork should be the crafting of a school vision. School vision is the fundamental aspect of strategic management and is at the top of the school transformational model (see DOE 2000c:9). Vision crafting is a “process, beginning with an event, which brings together every stakeholder in the school community”. In addition, Mostafa et al, (2010:109) explicate that team leader (coordinator) selection is not only based on competencies and qualifications. Normally, the team leader in dynamic and mature organizations is merely selected by a decision from top management. Preferably, the team leader should have the following skills apart from managerial skills, namely: initiation, mentoring, trusting his/her team members and closing.

SMT members as team leaders should have acquaintance with problem-solving skills and results-oriented approach. They should be selected according to their competencies and merits. Dehghanan (2006:117) considers merit-based management as a coherent and harmonic approach to managing educators in the school in the long term. SMT should regularly hold meeting to listen to educators and their concerns, and to keep the staff updated about the work progress. However, the meetings should be planned that only the key responsible and related persons attend the meeting. Otherwise, it is a waste

of time for others who are not familiar with or related to the issues to attend such a meeting. Conflict management skill is also needed to calm everyone down in a meeting and find a logical solution for many of such conflicts.

4.2.6 Benefits of teamwork

School management is like a team sport. It should be shared widely and equally to maximise the potential benefit for learner's education. Thus, teamwork is central in the efficient and effective school management. Teamwork is a way of life in improving schools. The response from the SMT members I interviewed in this research study generally agrees that teamwork tends to produce positive results.

Respondents feel that working in teams is likely to bring about cooperation. On that score P4 from S4 says "I've realized that you cannot do everything on your own, you need people to assist, to cooperate and to help".

DP2 from S2 cited the following example of team benefits:

"We celebrated 25th birthday years of the school three years ago. I could never have done that on my own. We set down as staff and elected a committee or team and wasn't just the SMT but any members of the staff and one staff member took on he said he would like to advertise it, one wanted to do fundraising and we delegated what we wanted to do and it worked out, it was a great success".

Another HOD6 from S6 attributes academic improvement as a direct spin-off of teamwork. She states that:

"Results-our results have improved since the SMT has taken full charge for the past two years...in 2009 it was 63 percent and last year

it was 83.9 percent it was an increase of 20.9 percent, that to me is a most significant achievement and that starts with teamwork. It starts with good administration”.

Managers, school principals everywhere in the world are striving to set up efficient teamwork procedures in their schools. High performing schools do not result from spontaneous combustion, but from SMT members who are grown, nurtured and exercised. It emerged from SMT members I interviewed that it takes a lot of hard work and skill to blend different personalities, abilities and agendas into a cohesive unit willing to work for a common goal. One principal explained that ‘behind every great team is a strong and visionary leader’. As a result, a leader’s job is not to control, but to teach, encourage and organise when necessary (Tyala, 2004:63).

The respondents also view work being done faster as one of the benefits of teamwork. They agree that through teamwork, large tasks can be broken down into smaller assignments that are then farmed out to educators best suited for the task. Some deputies explained that another benefit of teamwork is that unique skills are combined and utilised effectively. They also agree that as SMT, every one of them has different strengths. In teams, different strengths from several SMT members can be combined and used to benefit the whole team and make a better school. Combining different skills also leads to increased creativity. It also emerged from the interviews that teamwork strengthens relationships and build unity amongst SMT members and staff as a whole.

SMT members highlighted that relationships are important because they help them to communicate better with one another, and friendship contribute to job satisfaction. The school support system will be stronger too because they will feel more comfortable relying on each other. Consequently, educators will also develop a better sense of responsibility when they are part of the team

because team members depend on each other for success. Furthermore, Tyala (2004:64) also stressed that when people work together; opportunities for team building are usually created, but not necessarily utilized. This was confirmed in one of the interviews with P4 from S4 when he said:

“...as a school, every year end we come together as the whole staff informally in a relaxed and fun environment to strengthen our relationship and just play together...”

Mostafa et al (2010:109) argues that a relaxed and fun environment can be just the good catalyst SMT members need to develop good relationships between them. As they interact and communicate with each other, leaders with individual strengths have a sense of belonging, team spirit and trust will develop. These elements can all help to grease the gears of teamwork. Once SMT members have learned how to enjoy each other and work together during play, it is much easier for them to employ the skills in a school environment. The main goal of team-building is to improve school performance and motivation. Significantly, taking SMTs out of the office helps them to break down political and personal barriers, eliminate distractions, and have fun. One deputy principal said that the department must incorporate team-building strategies into their standard training programme which includes, to improve morale and leadership skills of SMTs, find the barriers that thwart creativity, clearly defines objectives and goals, improve processes and procedures, improve school performance, identifies SMT strengths and weaknesses and improve the ability to solve problems.

4.2.7 Monitoring teamwork

Response from the interviews with SMT members agree that for a team to be effective, monitoring must be done on regular basis. One DP4 from S4 explains that:

“...keeping an eye on them” attitude is all you need, isn’t it? After all, you know whether they are doing good job or not. By simply asking your team members how they are getting on, whether they are enjoying the job, and if they wanted to go for a promotion or take up some new training, is monitoring, isn’t it? (He laughed).

Additionally, P3 from S3 stressed that *“the tangible and results of monitoring is a written documents, so it’s useful to have a set template that all team leaders can use”*. According to the respondent, this will help team leaders to check if their team objectives and set goals are achieved and identify areas that the team needs urgent support. The respondent continues to add that the monitoring templates can consists of a number of set questions, such as:

- What do you think you’ve achieved this year as a team?
- What targets or achievement haven’t been realised?
- How do you think you could improve on your performance next time?
- How do you think you get on with other team members?
- What training would you like to attend next year?

This will encourage feedback and will help SMT members to gain true picture of how the teams are doing, and what they need in the coming year.

Another HOD6 from S6 indicated that:

“...I meet with educators in my department, listen to any complains or grievances and record them on the form, along with what all of us as a team need to do to resolve them...”

Also, ‘I try to be constructive with any criticism I have on them. It doesn’t help to lambaste them with all their failings’. Tell them that there are aspects of their work that you feel they are unmotivated in and try to agree on a plan of action to resolve the situation. Sometimes you may discover that someone you thought was a bad, lazy team member was only that way because they were bored and needed more responsibility to stimulate them.

P1 from S1 asserts that:

“...In my school, at the end of the term we hold performance review meeting, where all teams that exist in our school must give report back on their achievements, strengths, weaknesses, challenges and strategies they will implement to improve their performance...”

All reports must be in written form and presented by team leaders. Each team will get comments, questions and recommendations for improvement. For motivation purpose, we nominate the best team for the term and award them.

The research also revealed that SMT members emphasised giving and receiving feedback as strategy they use to monitor teamwork. To give educators feedback is to give them information about their team performance and their achievements. Though, they highlighted that giving and receiving feedback is a necessity in teamwork, yet it is not always handled properly. It emerged from one principal that when giving feedback, some members tend to be carried away by immediate feelings and emotions, which colours their judgement, making feedback less objective. When giving feedback, we find it

difficult to say exactly what is wrong and in what way the actual results fall short of expectations. If feedback is positive, we tend to be very sparing in our praise, perhaps out of misplaced modesty or perhaps out of laziness, or because we underrate the person who has done a good job. It also emerged from the SMT members that sometimes when monitoring performance and try to give guidance as some members tend to take criticism personally and refuse to accept it as an aid to personal growth.

4.2.8 Challenges of teamwork

The respondents felt that although teamwork is generally advantageous, it has its own threats and challenges. P1 points to the challenge of forming of a strong team and advises that: *“More effort should be put towards building a team so that you really have a strong team...”*

P3 highlights personal clashes that might arise:

“Where people are involved there will always be difference of opinions and to other personality clashes...there might be problems emanating from staff to other staff... there might be personal clashes which cannot be accommodated properly, there might be different agendas”.

P2 sees *“policies of the department”* as threats to team management because they have to make sure that *“...whatever decision we take it is not contrary to any of the policies of the department.”* Similarly, compliance with policy also emerges as an issue for P3 who claims that *“...to manage the school on a daily basis or based on the departmental policy ...”* is a challenge team management is facing.

Principals are also aware that not all team members are equally strong and reliable. P1 stresses that relying on other team members may mean that *“you*

might not meet certain due dates and the major thing is to meet due dates by the department.” P4 feels that some teachers are lazy and states that: “you get teachers that [sic] would want to do the basic minimum, saying that’s where my job description ends and you get teachers who are negative”, which obviously threatens to derail attempts at team-building.

According to P3: *“working in teams you rely on the weakest person”* and you find that *“... not every HOD is pulling his or her weight.”* This may lead to some members being overloaded, as P5 explains: *“I do a lot of things myself because the staff is overloaded...experience tells me when they are overloaded.”*

Disloyalty to the team is another issue that surfaces in team management. P2 refers to ‘sabotage’ as a threat to teamwork:

“I would not say to sabotage as it were but they (SMT members) would go around the corner and seem not to agree with you on what you agreed on the SMT when they meet other colleague teachers and would view the same point in another way”.

To P5, this can also occur then *“... one or two people who were not part of the discussions they will go out and cause problems.”* A more deeply rooted cause of disloyalty may be, that: *“You might not share the same vision and then you’ll find disruptive elements within the team..., those are present dangers.”* (P3).

Some principals find it difficult to always trust team members. According to P1: *“If you were doing things yourself, you would overwork yourself to ensure that due dates are met.”* Honestly, P5 believes that team work is difficult for

the leader because *“the job may not be done the way you would like it, you may not get that personal satisfaction.”*

P4 takes a similar view of teamwork, suggesting that some members do not practice what they preach. He explains: *“You get people who can tell you the most beautiful things in a meeting situation, the most beautiful ideas; but when it comes to reality it is not implemented.”* He also claims that *“some principals do everything themselves...”* because as a principal *“You cannot abdicate responsibility – give it away to somebody else.”* P4 points out another reason why some principals prefer to do everything themselves: he recalls his predecessor who kept back information because *“he was almost afraid that if showed somebody, that man will know more and will take over his position.”* It seems that the need or personal satisfaction with a job well done can drive principals to tackle projects individually rather than delegate to team members. Similarly, P5 explains:

The job may not be done the way you would like to do it. If I’m going to run the governing body elections – I know how I would like to do it but I have delegated it to someone else he may not do it the same way I want to do it. You may not always have that personal satisfaction but if you trust whatever they do it’s going to be fine.

‘Letting go’ can thus be more difficult than it seems, especially where personal pride plays a role.

Principals also feel that teamwork is time consuming. P3 argues:

“Things are not done quickly enough because of the process of consultation and talking because sometimes it does take time to actually come to one opinion about something or to an acceptable opinion, and things that need urgent attention sometimes don’t get it...”

According to P4:

“Maybe you would like to do something today but now remember you have to consult with the team – you have to call the team together and discuss. Based on the time factor again sometimes it is not easy to agree on something it takes hours and hours to debate and to... (I won’t say argue) but to debate this thing, you go back and say let us go back again and come back in two or three days time...”

The overall picture that emerges is diverse, but overwhelmingly positive. Principals by and large welcome team management, though a point of tension is the extent to which to ‘let go’ and risk failure or embarrassment. The interviews substantiate that principals have a positive attitudes to teamwork, and seem determined to make it work.

The respondents feel that although teamwork is generally accepted, there are interpersonal differences that pose a threat to team management. DP1 speculates:

“...One of the contributory factors, although I’m not clear ... but I can see that the problem started long ago. There are personal grudges or vendettas of some sort so whenever there is a chance, one would try and avenge...”

DP2 acknowledges that there are *“differences of opinions (within the SMT)...because we don’t share the same personality as a result we don’t think the same.”* This leads to one having:

“...To work with a group which is difficult? For example you can hold a meeting, plan to do something, you set a date then the date comes you experience problems from the educators in submitting what is wanted and what has been planned to be submitted on that date” (DP2).

To HOD1 the major threat is *"...absenteeism...by both teachers and learners."*

Another potential threat highlighted by both the principals and other SMT members is the imposition of policies by the Department of Education onto schools. DP1 laments:

"...we are always given instructions from above, the Provincial Government to the District Office from the District Office instructions come to school. So I think one of my duties is to help in the implementation of those instructions working with the teachers".

P2 agrees:

"The Department sets down the criteria that we follow in managing the school. We also are bound to associations like SATA but we are restricted there on how we work and what ethos that we have in the school".

Another factor that emerges as a threat to team management is the need to have constant meetings. Some respondents feel that with meetings *"...many people got involved with small issues..."* (HOD4).

To HOD2:

"Sometimes people are tired of meetings, of having to sit for meetings and sometimes we will sit after hours and then we tend to postpone meetings, we end up sometimes taking a relatively long time in finalizing issues".

The time factor has also been highlighted by both the principals and other members as threatening to team management. In addition, P2 feels that in teamwork *"...there is a fair amount of wasted time because at times it takes*

longer” and DP2 is of the view that teamwork “delays you because what you want could not be wanted by others...”

A significant number of respondents felt teamwork is time consuming. This is similar to Yulk’s (2008:139) assertion that, “If you want it done right do it yourself” is an old expression that is still popular with some people”. Selfishly, some respondents would want to do the job themselves not because they do not trust the team or they do not have confidence in them, but to fulfil their own personal visions about the job. However, this is contrary to departmental prerequisite:

It is no longer good enough for the principal to be a good administrator; s/he must be a proactive leader and manager. But in the definition of leadership and management, the principal is not expected to carry the burden of running the school alone. S/he is expected to form a school management team (SMT) ... (DOE, 2000b:2).

The department here emphasises the acknowledgement and recognition of SMT and teamwork. Principals need not take everything upon them and administer them; they should share the work with the SMT. However, not all the principals are comfortable with that arrangement though. Yulk (2008:140) also suggests that there are two reasons for the reluctance of managers to delegate work, namely: “insecurity and perfection”.

This research has found that participants do not always think that it is advisable to work as a team. Sometimes the job that needs to be done will dictate the manpower required. For example, one need not summon the whole SMT to decide how to undertake his or her teaching obligations. Or it will be ineffective to wait for the SMT meeting to decide whether to call an ambulance for the learner who has sprained his ankle during break time. It is

evident that in both cases that there is no need for teamwork and the decider is at liberty to make his or her own decisions. These kinds of 'unilateral' decisions should not be confused with authoritarianism because the school manager will be using their own discretion. It is possible to argue that the manager needs to be able to use his or her discretion in making decisions because of the lack of clarity in the manager's job descriptions.

The need for on-going training also emerged strongly in my findings. The problem I see with SMT member's lack of training when they assume managerial positions is that they tend to succumb to 'older' members when it comes to decision-making and implementation. During an informal chat with one the newly appointed SMT member, he told me that during his orientation period, the new SMT members are told that the 'old' members do things in a certain way. When they ask why, the answer is that, this is how things are done, and have always been done. However, in certain situations, new members are not really accepted because older members see management as a legacy. Hence, Harries (2008:17) claims that, "many organisations fail to outline their founders". Naturally in this circumstance, the school cannot grow and develop because it uses old ideas may or may not be effective. Van der Westhuizen (2008:5) argues that the management training of the education leader should comprise two aspects, namely: basic management training (the academic professional component) followed by a management development programme (in-service training).

It is a fact that teachers, when they are promoted to senior posts, are not trained as managers but as teachers. For that reason, the bureaucratic style of management used during the apartheid period suited them well, because they just implement and administer what comes from above without questioning it. As a result, it is this complacency and acquiescence that renders the SMT dysfunctional because they are the one who are directly involved in a school level and they know the needs of the school community

better. On the other hand, the department might want to implement programmes that seem effective, but are practically not applicable.

4.2.9 Support and guidelines needed to build teamwork

Another perceived essential ingredient of teamwork is support. The respondents generally see support as characteristic feature of teamwork. Obtaining and providing support boost the morale of the participants and the team members become more committed to what they are doing. According to the DP3:

“...I think we can support each other... I think if there is input from all sectors so it’s not one person who has a good idea, it’s all of us who feed into system where there’s a good idea and everybody can make the idea better, and I think all of us as human beings need the support and the encouragement and feedback”.

DP4 argues that:

“...I think we as school managers are crying out for help so coming from the managers there aren’t any barriers, we need the assistance of everybody. The school is a huge institution to run...”

According to P2:

“[Support] is the essence of teamwork.....When people do their work in a team situation then they find it easier to work actually because they know that they are going to be supported, you are going to support them you are going to provide the necessary support and that they are going to be rewarded for good work done”.

To HOD2, human relations are very important and form the basis of empowerment. In her words:

“I also believe that a huge part of management is support of the staff...show a way of working ...we need to encourage the staff and be in touch [with] where they are at as far as possible, and try and build spirit because I believe a happy staff and staff that have support work better...”

This research also confirms that working in teams encourages support from your fellow team members, and that the team support you will get is in terms of positive criticism, advice, correction, encouragement and different ideas. Providing support is a central feature of Hersey and Blanchard’s situational leadership model (Hoy & Miskel, 2006:292). They are of the view that new team members need to be constantly supported and follow a scaffolding process until they are confident enough to precede with their duties. Support emerges as a key ingredient of teamwork in the literature. For example, Scott and Walker (2006: 50) argue that without the right form of support, team working can be a little more than a token of democracy, and if schools are to optimise their use of teams, they must face up to some of the inconsistencies evident in their structures, system and processes. Moreover, Nias *et al.*, (in Fullan,2007:64) are of the view that when such support [is] available, individuals feel encouraged to take risks, to do something they had perhaps never done before, knowing that whether success or failure followed, they would be able to share the results with their colleagues. In schools, SMTs need to be constantly supported by all the stakeholders involved so that they can carry out their duties confidently.

The Department of Education should of course be the primary source of support for the SMT because SMT members are not trained for the managerial positions they occupy when they assume duties. The respondents revealed that the SMT need to undergo formal training once appointed, and there should be ongoing work-shopping of SMT members. This work-shopping will update them in the developments in the field and equip them

accordingly. They envisage training as very important because they suspect a lack of competency in vital managerial functions by the SMT.

Mampuru and Spoeltra (2008:15) argue that the educational leader cannot be expected to perform his duties on a hit or miss fashion and contends that there is an urgent necessity for educational leaders to receive both academic and professional training in educational management. As an employer, the Department of Education should provide the necessary support structures to schools. Hence, the Education White Paper 2 (DoE 1996:31) claims, “The assistance and continued support which schools will require should come from provincial, regional and district education departments”. However, very little is done by the Department when those newly appointed senior teacher assume their duties. The department just stands aloof and watches SMT managing their businesses. All they do is issue departmental circulars which are sometimes not clear and expect certain kinds of achievement from those SMT; the perception is that they never help realize those achievements. The expectation is that SMT should get formal training.

4.3 Questionnaire analysis

The following descriptive statistical data analysis was used to analyse data from the 76 questionnaires returned out of 100 distributed. Tables and pie charts are used to analyse the data. The questionnaire consisted of four Sections; Section A: the biographical information of the respondents, Section B: the knowledge and attitudes to teamwork, Section C: teamwork skills and Section D: the general questions.

4.3.1 Biographical information

Table 4.1 Gender

	Frequency	Percent
Male	39	51
Female	37	49
Total	76	100

Table 4.1 illustrates gender distribution and suggests that there were more males (51%) in SMT than females. This is probably based on the recurring gender imbalances in management in the South African schools. This is a sample representation of SMT members in the Tshwane North District, which indicates that most of the respondents in the schools were males. This might be influenced by that in the apartheid era, managers were supposed to be males, but this is gradually changing due to employment equity act.

Table 4.2 Age of respondents

	Frequency	Percent
20-25	0	0
31-35	09	12
36-40	18	24
41+	49	64
Total	76	100

Table 4.2 shows age distribution. Statistics clearly reveal that the majority of SMT members are in the prime careers which is 41+ years (64%) and older.

These are SMT members have a few years to serve before retirement. In contrast, some range between 36 to 40 years, comprised 24% of the total sample; they still have a number of years to serve before retirement.

Table 4.3 Post level

Post	Frequency	Percent
Principal	11	14
Deputy	25	33
HOD	40	53
Educator	0	0
Total	76	100

Table 4.3 illustrates post level distribution. Of the respondents, there were more HODs than deputy principals and principals. HODs comprise 53% of the total respondents. That is true as in school situation there are different HOD for various learning areas, whereas school has either one or two deputy principal except in those schools with more than 1500 learners that qualifies to have three deputies. That is why the number of HODs will always outnumber principals and deputies.

Table 4.4 Professional Qualifications

Qualification	Frequency	Percent
Doctorate	0	0
Masters	04	05
Honours	28	37
4yrs/NHD/HED	35	46
3yrs diploma	09	12
Total	76	100

Table 4.4 shows professional qualifications distribution. The table suggests that no SMT member from the participants holds a Doctoral Degree, and only 5% of them had Masters Degree. Most of the SMT members (46%) responded that they have a 4-year or either a National Higher Diploma or Higher Education Diploma. As managers, the Department of Education must encourage SMT members to enrol for a Masters degree in education management to develop their management skills.

Table 4.5 Management experience in the current post

Experience	Frequency	Percent
0-5yrs	31	40
6-10yrs	21	28
11-15yrs	15	20
16-20yrs	03	04
21+	06	08
Total	76	100

Table 4.5 deals with management experience in the current post distribution. The majority (40%) of the SMT members had an experience ranging from 0-5 years in management. This might be because in my research I targeted SMT members with at least 3 years of experience in management. Of the population, 28% of the respondents had management experience ranging from 6-10 years which also confirms that at least they have more experience of teamwork. Only 4% of the respondents had management experience ranging from 16-20 years and those with experience of 21+ years were only 8%.

Table 4.6 Number of workshop/ training attended in teamwork

Workshops	Frequency	Percent
0	22	29
1	18	24
2	11	14
3	09	12
4+	16	21
Total	76	100

Table 4.6 demonstrates a number of workshop/ training attended in teamwork. Interestingly, 29% of SMT members had never attended workshop on teamwork, and 24% had attended only one training or workshop on teamwork. This is very alarming and calls for the Department of Education to make sure that more workshops are arranged on teamwork. These results also corroborate interviews findings where newly appointed SMT members are not attending workshops and have no proper induction programme.

Table 4.7 Language used in team meeting sessions

Languages	Frequency	Percentage
English	74	98
Afrikaans	01	01
IsiNdebele	0	0
N.Sotho	0	0
Other	01	01
Total	76	100

Table 4.7 displays distribution of language used in team meeting sessions. An overwhelming majority (98%) of SMT members used English as language of communication in their SMT meetings. Only 01% indicated that they sometimes used other language such as Setswana in their meetings, and another 01% indicates that they also used Afrikaans to accommodate some of the coloureds and white staff members.

Table 4.8 School Locality

Locality	Frequency	Percent
Township	18	24
Town	03	04
Village	55	72
Farm	0	00
Total	76	100

Table 4.8 shows school locality distribution. The results of the study suggest that most of the sampled schools (72%) are from villages. Of the population, 24% of the secondary schools were from township and only 04% were from town.

4.3.2. SECTION B: Knowledge and attitudes of teamwork

Figure 4.1 Question 9

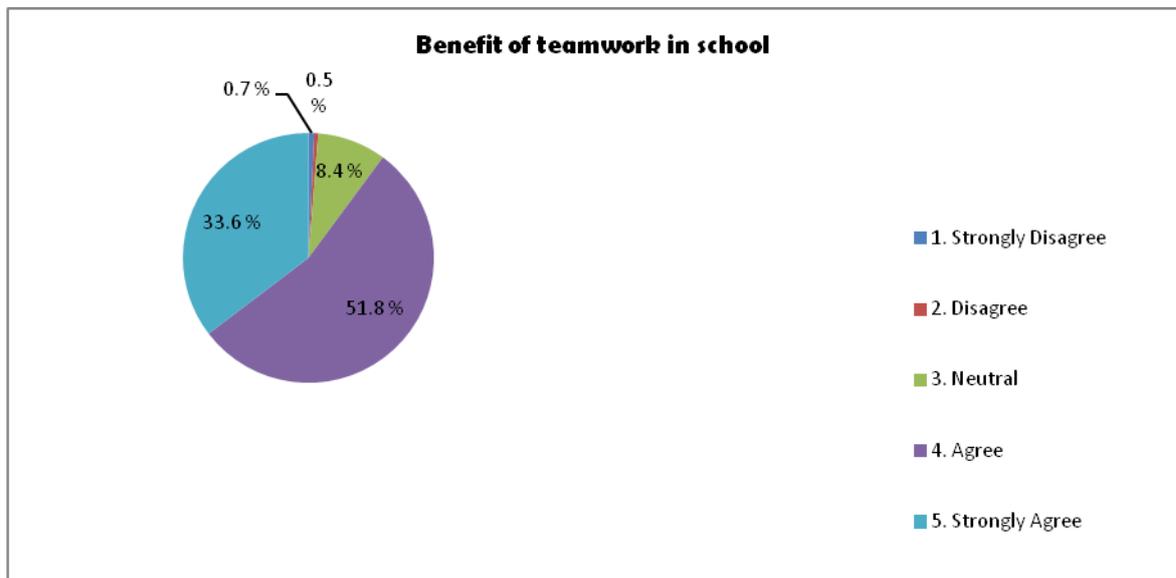


Figure 4.1 illustrates the benefits of teamwork in school. A significant majority (85.4%) agreed that there are benefits of teamwork in schools. Minority of respondents (1.2%) disagreed that teamwork has significant benefit in schools. Only 8.5% of the respondents' were indecisive.

Figure 4.2 Question 10

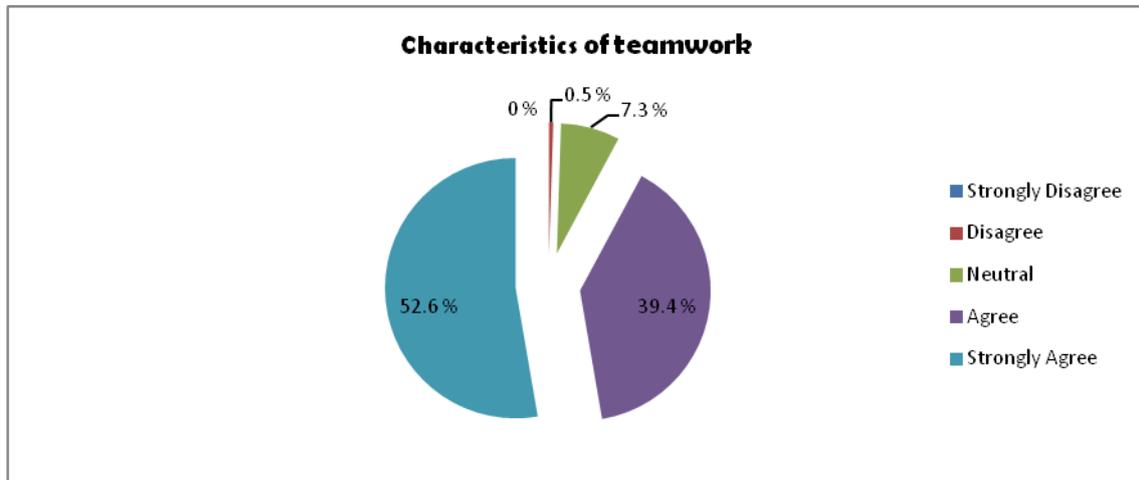


Figure 4.2 illustrates the characteristics of teamwork in schools. A vast majority (92%) of respondents agreed on the characteristics of teamwork. The respondents also agreed that team members must take joint responsibility for their actions. Only minority (0.5%) of respondents disagreed with the characteristics of teamwork. 7.3% of the respondent's members were indecisive.

Figure. 4.3 Question 11

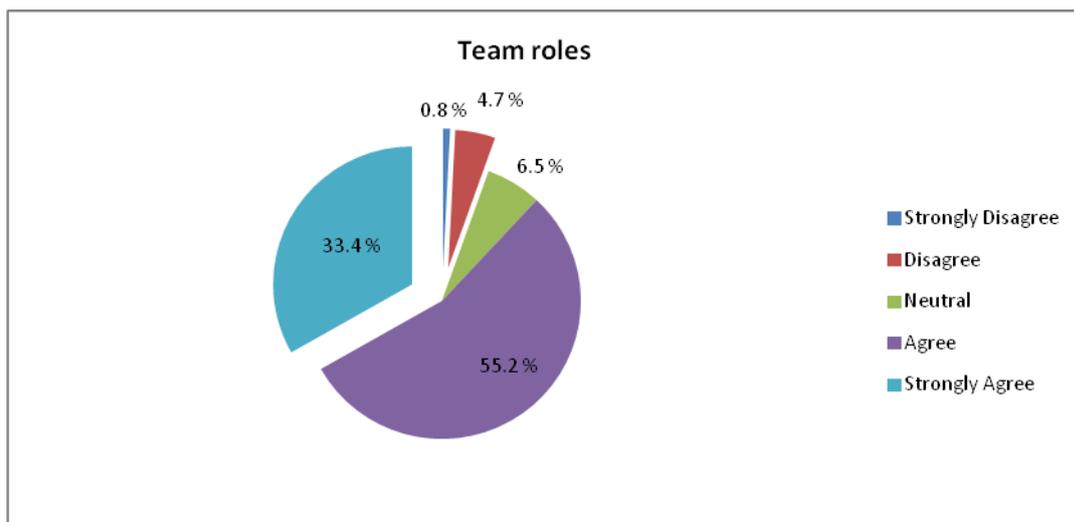


Figure 4.3 illustrates team roles. A significant majority (88%) of the respondents agreed that team members should be clear about their roles in teams. On the contrary, a minority (5.5%) of respondents disagreed that team members must assume several roles within the team. This shows that the level of participation of the SMT members in their respective schools is very minimal. This is in line with studies by Bush (2007:11) and Lukhwareni (2006:21) as they show that SMT members are not familiar with their roles as yet. However, SASA (1996) is very explicit about the roles and duties of SMTs.

Figure 4.4 Question 12

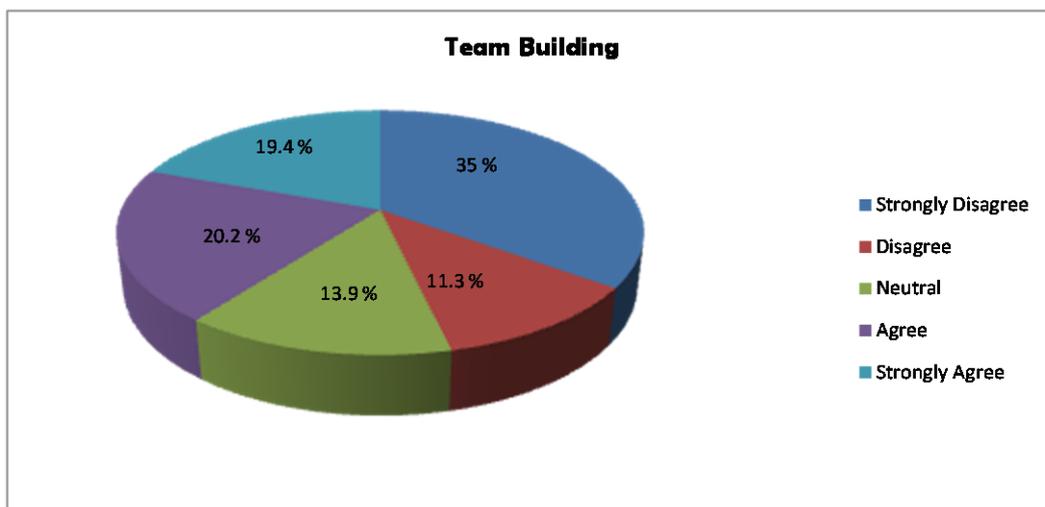


Figure 4.4 illustrate team building skills amongst SMT members in schools. Minority of respondents (39.6%) agreed that they are able to build teamwork in schools. Majority of respondents (46.3%) disagreed on team building in schools. Only 13.9% of the respondents were indecisive about team building.

Figure 4.5 Question 13

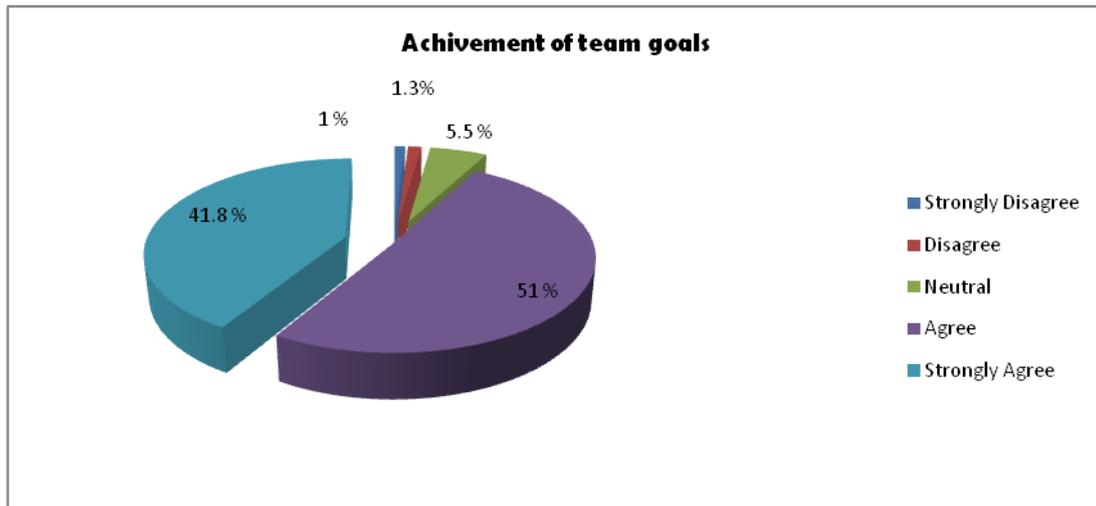


Figure 4.5 illustrates achievement of team goals in schools. A significant majority (92.8%) of the respondents agreed that for a team to achieve, its goals should be measurable; achievable and realistic. A minority (2.3%) of the respondents disagreed that for the team to achieve, its goals need to be measurable, achievable and realistic. Only 5.5% of the respondents were indecisive.

Figure 4.6 Question 14

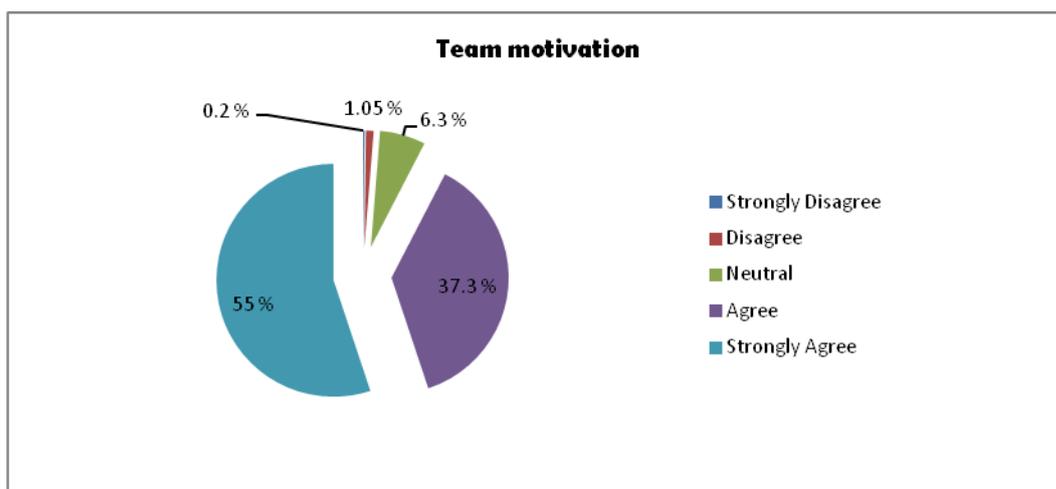


Figure 4.6 illustrates team motivation amongst team members in schools. A vast majority (92%) of the respondents agreed that feedback on progress acts

as motivator. Literature also revealed that team members are motivated if the set goals are attained. The task performance by the team should address set goals. It becomes clear that among duties a principal is expected to perform is to motivate staff. Motivation generally mean ‘... the positive support by staff with some experience to staff with less experience...’ (Blandford, 2006:234). It goes without saying that SMT have an edge over the staff in terms of skills and expertise of which they are to give to the staff. The minority (1.7%) of the respondents disagreed that feedback on team’s progress act as motivator. Only 6.3% of respondents were indecisive.

Figure 4.7 Question 15

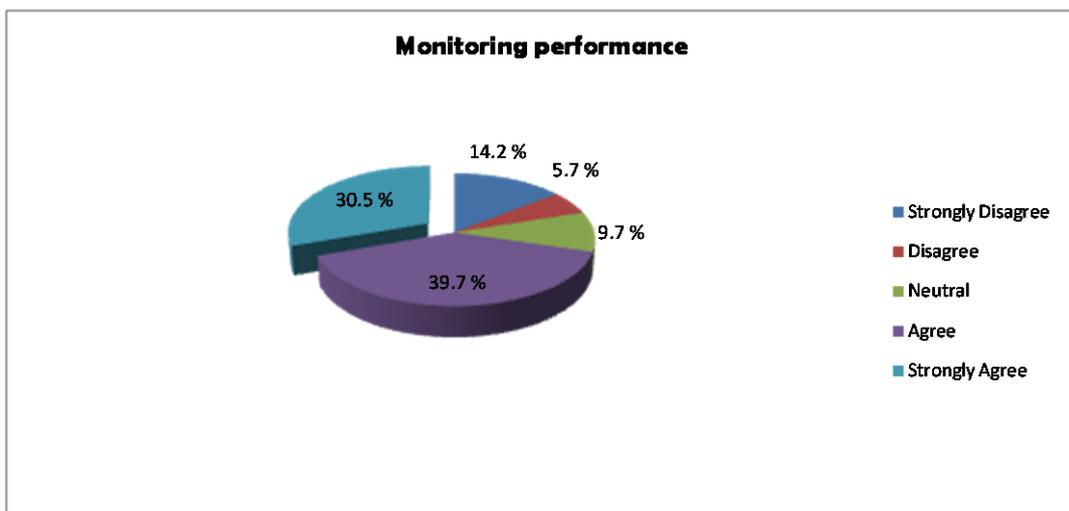


Figure 4.7 illustrates monitoring of team performance. Majority (70.2%) of the respondents agreed that team performance must be monitored on regular basis. A minority (19.9%) of the respondents disagreed that teams need to be monitor on regular basis. Only 9.7% of the respondents were still indecisive. Monitoring is part of making sure that things are done correctly. However, the results of the study shows that the practice is entrenched in the traditional management styles, and in this case it is negative supervision that celebrates mistakes rather than development of educators. There is little emphasis upon the process of teaching and learning.

Figure 4.8 Question 16

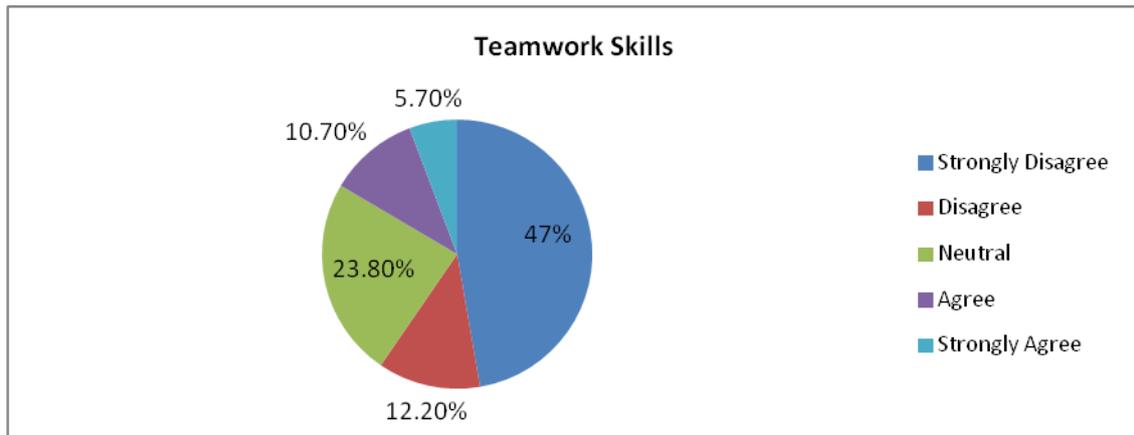


Figure 4.8 illustrates teamwork skills that SMT members possess in building effective teams in schools. The majority (59.2%) of the respondents indicates that they are very competent as far as teamwork skills are concerned. On the contrary, the minority (16.4%) of the respondents indicates that they are not competent as far as teamwork skills are concerned and 23.8% of the respondents are still indecisive. This is very alarming as it means that in those schools no effective teamwork prevails.

4.3.4 Open-ended questions

The questionnaires also consisted of open-ended questions which were also analysed. Most of the respondents indicated that lack of cooperation amongst SMT members and some of educators hinders effective teamwork. Some of the respondents indicated that personal attitudes, lack of respect and infringement amongst staff members and some of the SMT members are still a challenge in implementing teamwork in schools. Some acknowledge that there is no teamwork in their school as the principal is either incompetent or he/she is comfortable working alone. Inconsistency of some of the principals was also indicated as a barrier to team building.

Some SMT members are divided because the principal or the deputy only pushes his/her personal agenda, forgetting about the aims and objectives of the team. On the question of how to address the challenges, most respondents indicated that motivation, workshops and introducing incentives might help improve the situation. They also indicated that during workshops issues' such as how to build teamwork, monitoring teamwork, motivating team members should be included in the discussion. Most of the SMT members indicated that teams such as school assessment team (SAT), school based support team (SBST), learning and teaching support material team (LTSM), integrated quality management team (IQMS) and other committees such as sports and culture do exist in schools, though some of them were just elected because the policy of the department requires.

4.4 Chapter Summary

Data were analysed and presented in this chapter. Interviews conducted were transcribed and categorised into themes which were first analysed and discussed. Computer spreadsheet was used to analyse data from the questionnaires. The presentation of the findings consisted of detailed discussion from the analysed data. The conclusion and recommendations based on the findings will be presented in chapter five.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

The general aim of this research was to investigate the experience of secondary school SMT members on teamwork in Tshwane North district schools. In chapter one I identified my research objectives as follows:

- investigate the perceptions of SMT on teamwork in schools
- investigate SMT knowledge and skills on teamwork
- investigate the impact of absence of teamwork on quality of teaching and learning
- investigate the effectiveness of the support given to SMT by the Department of Education
- suggest guidelines that could be employed by SMT to build teamwork in schools.

It is now appropriate to consider to what extent these objectives have been met.

5.2 Summary of findings

5.2.1 Research question one: What is the perception of SMT on teamwork in schools?

Generally, the picture elicited by this study is that the concept of teamwork is a positive development. The participants' perception of teamwork is generally favourable and they welcome the development, though many argue that it is essentially nothing new. Their responses indicate several positive attributes of team management. Furthermore, SMTs have brought the phenomenon of teamwork to the fore, and teamwork is perceived to have many advantages. At the heart of these seem to be the notion of sharing, both of the actual 'load' of management as well as human resources. Conclusively, principals are

strongly of the view that the SMT members need to share everything, especially the responsibilities.

Coupled with this is the idea of support, which the participants feel is very much part of the notion of teamwork. To the respondents, SMTs are supposed to work as a unit. They unequivocally view team spirit as a unifying factor that instils confidence in team members. More importantly, principals need to 'guarantee' team building. In general, the response confirm some of the views discussed in chapter two regarding the implication of teamwork in the SMT and school in general, which highlighted that teamwork promote joint responsibilities, decision-making power and also promote effective communication within SMT members. In addition, SMT members also perceived teamwork positively as it will help push the school to achieve the goals within the frame of determined time. It also implies creation of environment for shared responsibility, knowledge and continuous professional and personal development.

5.2.2 Research question two: Do SMT members have sufficient knowledge and skills on teamwork?

It emerged from the study that some of SMT members still lack knowledge and skill on implementing teamwork. Problem-solving skills also emerged as a potential threat to teamwork when coming to interpersonal problems. As a result, the diversity of personalities can be detrimental to the team if not managed properly. These include personal agendas of individual SMT members which may result in conflict amongst them, thereby working against the well-being of the team.

Lack of communication skills on the part of SMT members also emerged as a strong threat to teamwork. This implicitly suggests a weakness in the area of

communication and work allocation. Significantly, communication is also stressed as one of the needs expressed for school leaders to be open to their SMTs and for the SMTs to know their intentions. This is seen to lead to collective decision-making. Consequently, respondents view decision-making as a participatory activity where each and everyone concerned should be involved.

5.2.3 Research question three: How does the absence of teamwork in SMT impact on the quality of teaching and learning?

This study revealed that the absence of teamwork amongst SMT members impact negatively on the quality of teaching and learning. When educators trust each other, and they individually feel supported and respected, the quality of teaching and learning for the whole school improves, but if they do the opposite, there will be no quality of teaching and learning. Notably, it also emerged from the study that team teaching assist principals and educators to overcome uncertainties, improve teaching practices and establish their school as a strong centre for learning. Interestingly, some of the SMT members confirmed that schools where team teaching exists, educators experience low absenteeism, commitment and self discipline. As a consequence, educators strive towards educating learners to accept authority and discipline which subsequently inspires learners to be committed and motivated and eventually, the quality of teaching and learning is improved. Through effective teamwork, opportunities are created for every learner to develop to their full potential.

5.2.4 Research question four: How effective or in-effective is the support given to SMT by the Department of Education?

It is concerning that SMT members feel that the Department of Education is not doing enough to support them. Training emerged as a strong need that should be addressed. Inevitably, respondents felt that they were not well equipped to assume managerial positions and that renders them ineffective.

Most importantly, exposing them to new developments in education will place them in a better position to tackle current problems. Though, management and leadership is a prominent feature of SMTs in most countries, including South Africa, the most prevalent perception is that these programmes have not accomplished much.

SMT members also felt that the department rely on policies as a measure of support given to SMT to manage their schools. Evidently, participants cited policy as one of the reasons for their action and conduct, but at the same time felt restrained and even overwhelmed by the extent to which their work has become policy dominated. It is clear that the Department of Education is aware of the fact that SMT members are not familiar with the departmental policies, but the very same department is doing nothing about that. Furthermore, the department does not follow up on new policies to be observed by the schools and evaluate its intended purpose. If it did, it should have detected that, and employed alternative measures. Currently, neither the Department of Education nor the SMTs are doing enough to ensure the smooth running of schools, particularly in ensuring that teaching and learning which the core business in schools is are effective.

5.2.5 Research question five: What guideline could be employed by SMT members to build teamwork in schools?

It emerged from the study that SMT members do not rely on the Department of Education or on policies to perform their duties. However, some of them are initiative as far as team building is concerned. These are some of the guidelines that also emerged from SMTs to build teamwork in their schools:

Clear expectations: It was revealed that most of the principals clearly communicate the team's expectations and expected outcomes to all team members.

- Context: The SMT members ensure that team members understand why they are participating on the team. Some of them agree that working as a team will help schools to achieve its core duty which is effective teaching and learning.
- Commitment: It also emerged that some of the team members are committed to accomplish the team's mission and expected outcomes.
- Motivation: In some schools team members are motivated to perform up to maximum. They are given incentives in the form of awards when their team has done its best.

Accordingly, SMT members must ensure that all team members understand the mission or objective of their school. They need to work with their fellow members to produce these objectives. Even though as a head of department one has a specific work allocated to her and one still belongs to a specific department. Therefore, individual SMT members need to work as one unit with other team members to accomplish the overall school objectives or goals.

5.3 RECOMMENDATIONS

5.3.1 Recommendation for practice

Although some work has been done on SMTs, I strongly feel that the practice of team management needs further investigation. In this study, there are a reasonable number of research areas that came to light, but were outside the scope of this study. I would like to refer future researchers to the following:

- This study did not focus on the composition of SMT. As a result, it would be of value if a study could be conducted to look at how SMTs

are composed and what impact that kind of composition has in terms of its operations as it emerged that in some schools, senior educators also forms part of SMT.

- The issue of age was also not looked at in this study. It would be interesting to find out whether young principals are effective in team building as compared to older principals, as some of the old principals seemed passively involved and just delegated all the responsibilities to young SMT members.
- The issue of gender was also not looked at in this study. It will also be interesting to find out whether female managers have different perception of team management and whether female leadership style may lend themselves more to the notion of teamwork.
- The manner in which principals communicate with their SMT members also needs scrutiny. It would be worthwhile to interrogate how principals convey and receive information from their SMTs.
- Respondents in this study highlighted the need for effective communication and being well informed, thus, suggesting that there may be communication breakdown in team management.

5.3.2 Recommendation to the District

- District office's role is clearly to provide support, chiefly in the shape of development programmes that develop people in their totality.
- Programmes that expose and develop managers' sense of reliance on each other and joint management would go a long way towards addressing needs expressed in this study.
- The district office also needs to provide on-going support in the form of experts who visit schools to mentor principals and other managers.
- District office should also provide induction programmes for newly appointed SMT members, to develop and empower them with management skills.

- Monitoring and support should be on an on-going; to make sure that departmental policies and memorandums are implemented and not gathering dust in the principal's office.

5.3.3 Recommendations to SMT members.

SMT members should take note of the following recommendations:

- SMT members should be aware that the performance of the entire school rest surely upon them.
- Principals, deputies and Heads of departments should be aware of the importance of consulting each other, not merely for fear of opposition, but because it is the democratically correct way to operate. Ownership will only develop in people who feel valued.
- Openness is crucial for trust and real teamwork to develop. SMT members should be aware of the principal's intentions.
- Principals should encourage teamwork to acknowledge the democratic nature of the school and most importantly to have a broad base of inputs.
- SMT should accept that empowering staff members is their responsibility, and they should delegate tasks without fear of failure or embarrassment. The notion that one learns through making mistakes need to be embraced.

5.4 Conclusion

The fact that the concept of teamwork amongst SMT members is so positively received is encouraging and perhaps provides a sound foundation on which to build. Undoubtedly, there is a strong need to develop democratic practices. However, in the light of what this study has found, it is evident that SMT members in some of the schools lag behind when coming to building effective teams in their schools. They appear to have a narrow understanding of team management for the many reasons discussed above. Until this understanding matures, there will be no true 'team management' in South Africa. This study can hopefully play its role in highlighting problem areas, which could lead to programmes and interventions which will develop educational managers who still lack the confidence to lead in democratic ways.

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Appendix A

INTERVIEW SCHEDULE FOR SMT MEMBERS

Preamble

The following interview schedule was used to collect relevant data during the interview. The schedule was used as a guide during the interview. Participants were allowed to discuss their experiences regarding teamwork in their schools.

Opening Remarks

- The participants is welcomed
- Anonymity, confidentiality are confirmed, and it is indicated that his/her name will not be revealed in any way
- Permission is requested from participant to record interview on tape
- Participant is informed that he/she can refuse to answer any question or discontinue at anytime during the interview.
- The research objectives are briefly explained.

Individual Interview

Questions

1. Knowledge about teamwork
 - 1.1. What is your opinion of teamwork in schools?

Probe:

How does teamwork impact on the:

- Quality of teaching and learning
- School performance
- Decision-making power

2. Which approaches/activities do you employ as SMT to encourage teamwork in your school?
3. How do you ensure that teamwork is effective in your school?
4. Which management aspects do you do together as team?
5. What are few benefits of teamwork in your school context?
6. Which areas of your school need improvement through teamwork?
7. What do you recommend should be done by department to support SMT to build teamwork in schools?

IMPLEMENTATION SCHEDULES

1. **Interview Schedule**

INTERVIEW No	DATE	TIME	VENUE
Pilot study	19 May 2011	15h00	Interviewees office
	20 May 2011	15h00	Interviewees office
1st	23 May 2011	15h00	Interviewees office
2nd	23 May 2011	15h30	Interviewees office
3rd	24 May 2011	15h00	Interviewees office
4th	24 May 2011	15h30	Interviewees office
5th	25 May 2011	15h00	Interviewees office
6th	25 May 2011	15h30	Interviewees office
7 th	26 May 2011	15h00	Interviewees office
8 th	26 May 2011	15h30	Interviewees office
9 th	27 May 2011	15h00	Interviewees office
10 th	27 May 2011	15h30	Interviewees office
11 th	30 May 2011	15h00	Interviewees office
12th	30 May 2011	15h30	Interviewees office

Appendix B

QUESTIONNAIRE FOR SMT MEMBERS

Questionnaire No.

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School code

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Dear Sir/Madam

The aim of the study is to evaluate the experience of school management team on team work in Tshwane North District schools. The results of the study may be used to improve SMT skills on building team work in school.

Your participation in the study will be greatly appreciated. Participation in the survey is voluntarily. If you do not feel to participate please feel free not to complete the questionnaire. The information collected will be treated with confidentiality and anonymity is guaranteed.

Information regarding the completion of questionnaire

1. Please note that data collected through this questionnaire will be maintained as highly confidential.
2. Please use Blue or Black pen to complete the questionnaire
3. Please answer all questions as fully as possible.
4. In section B and section C of the questionnaire indicate choice by making only ONE of the blocks with an (X).
5. Section D is an open - ended question, and respondent can indicate his own view point.

**EXPERIENCES OF SMT MEMBERS ON TEAMWORK IN TSHWANE
NORTH SECONDARY SCHOOLS**

SECTION A : BIOGRAPHICAL DATA		
Indicate you response by marking the appropriate box with X		
1.	Gender	For office use
1.1	Male	V1
1.2	Female	V2
2.	Age range	
2.1	20-25	V3
2.2	26-30	V4
2.3	31-35	V5
2.4	36-40	V6
2.5	41+	V7
3.	Post level	
3.1	Educator	V8
3.2	HOD	V9
3.3	Deputy	V10
3.4	Principal	V11
4.	Professional qualifications	
4.1	3yrs diploma	V12
4.2	4yrs degree/NHD/HED	V13
4.3	Hons Degree	V14
4.4.	Masters Degree	V15
4.5.	Doctoral Degree	V16
5.	Management experience in the current post	
5.1.	0-5yrs	V17
5.2	6-10yrs	V18
5.3	11-15yrs	V19
5.4	16-20yrs	V20

5.5	21+		V21
6.	Number of workshop/training attended in teamwork		
6.1	0		V22
6.2	1		V23
6.3	2		V24
6.4	3		V25
6.5	4+		V26
7.	Language used in team meeting sessions		
7.1	English		V27
7.2	Afrikaans		V28
7.3	IsiNdebele		V29
7.4	N .Sotho		V30
7.5	Other		V31
8.	School locality		
8.1	Township		V32
8.2	Town		V 33
8.3	Village		V 34
8.4	Farm		V 35

SECTION B: KNOWLEDGE AND ATTITUDES TO TEAMWORK

Please evaluate your agreement on each of the following statements against the satisfaction level provided below:

Satisfaction legend:

1-SD-strongly disagree

2-D- Disagree

3-N-Neutral

4-A-agree

5-SA-strongly agree

9.	Benefit of teamwork in school	1	2	3	4	5	
9.1	Educators are enriched by working together in teams						V36
9.2	I know the benefits of teamwork in my school						V37
9.3	The quality of teaching is enhance through teamwork						V38
9.4	Participative teaching is promoted through teamwork						V39
9.5	Decision-making power is increased through teamwork						V40
10.	Characteristics of teamwork						
10.1	Effective teams require clear and specific outcomes						V41
10.2	Team members must take joint responsibility for its actions						V42
10.3	Team members share the credit for team achievements						V43
10.4	Teams must be committed to a common purpose and goal						V44
10.5	Team members must be able to communicate effectively with each other						V45
11.	Team roles						
11.1	In effective teams members assume several team roles within the team						V46
11.2	The right mix of team roles is important for successful teamwork						V47
11.3	Team members individual knowledge/experience have to be appreciated						V48
11.4	Effective teams require members to contribute to team efforts in a trustworthy fashion						V49
11.5	In effective teams all members are co-responsible for attainment						V50

	of goals set out.						
12.	Team building						
12.1	Regular team meetings hinder team building						V51
12.2	Overbearing personalities stunt the spirit of team building						V52
12.3	Passion build teams						V53
12.4	An essential ingredient to team building is a common goal						V54
12.5	Attempts at team building are a waste of time						V55
13.	Achievement of team goals						
13.1	Team goals should be measurable						V56
13.2	Team goals should be achievable and realistic						V57
13.3	D- date should be set for the attainment of goals						V58
13.4	Be clear about goal expectations						V59
13.5	The SMT must have clear vision directing its actions						V60
14.	Team motivation						
14.1	Feedback on progress acts as motivator						V61
14.2	Good team performance should be appreciated						V62
14.3	Members are motivated if set goals are attained						V63
14.4	Task performance by the team should address set goals						V64
14.5	Being seen to be fair can build team spirit						V65
15.	Monitoring performance						
15.1	Monitored teams are effective teams						V66
15.2	I hate checking teams						V67
15.3	Follow-up of progress on actions decided upon is essential						V68
15.4	Team leaders need to monitor effective use of time						V69
15.5	Missed deadlines are an indication of poor monitoring techniques						V70

SECTION C: TEAMWORK SKILLS

Please rate your competencies regarding teamwork by evaluating each of the skills against the following competency scale

Competency legend

1-Very competent

28. For future training purposes, what aspects of effective team functioning would you like to see included in the training programmes?

29. Provide a list of teams that exist in your school.

Appendix C

Enquiries: Phalane M.M
Cell: 0823440297
Email: phalanem@gmail.com

Lethamaga Sec School
P.O. Box 39
Hammanskraal
0400
19 May 2011

The District Director
Tshwane North
Lavender Road
Wonderboom Junction

Re: REQUEST TO CONDUCT RESEARCH AT SCHOOLS IN TSHWANE NORTH DISTRICT

Madam

I hereby request permission to conduct research study dealing with **Experiences of secondary school management teams on teamwork in Tshwane North District schools**. This study forms part of the requirement for the completion of my Masters' Degree with the University of South Africa (UNISA).

The study aims to investigate the perception of SMT on teamwork, the knowledge and skills they have on building teamwork, the impact absence of teamwork has on the quality of teaching and learning, and to suggest some recommendations that could be used to build teamwork in schools. Data will be collected using questionnaires and interviews with SMT members. The above data will be collected after school hours and questionnaires must be completed during lunch and break so not to disturb the smooth running of the school. I intend to collect data during the month of May and June 2011.

Attached please find the approval letter from the Gauteng Department of Education.

Kind Regards
Phalane M.M

Appendix D



GAUTENG PROVINCE

Department: Education

REPUBLIC OF SOUTH AFRICA

Date:	17 May 2011
Name of Researcher:	Phalane Margareth Mokgohlwe
Address of Researcher:	1069 Marina Street
	Booyens
	Pretoria West, 0082
Telephone Number:	0823440297
Fax Number:	N/A
Research Topic:	Experiences of secondary school management teams on teamwork in Tshwane North District schools
Number and type of schools:	6 Secondary Schools
District/s/HO	Tshwane North

Re: Approval in Respect of Request to Conduct Research

This letter serves to indicate that approval is hereby granted to the above-mentioned researcher to proceed with research in respect of the study indicated above. The onus rests with the researcher to negotiate appropriate and relevant time schedules with the school/s and/or offices involved to conduct the research. A separate copy of this letter must be presented to both the School (both Principal and SGB) and the District/Head Office Senior

Manager confirming that permission has been granted for the research to be conducted.

Permission has been granted to proceed with the above study subject to the conditions listed below being met, and may be withdrawn should any of these conditions be flouted:

1. *The District/Head Office Senior Manager/s concerned must be presented with a copy of this letter that would indicate that the said researcher/s has/have been granted permission from the Gauteng Department of Education to conduct the research study.*
2. *The District/Head Office Senior Manager/s must be approached separately, and in writing, for permission to involve District/Head Office Officials in the project.*
3. *A copy of this letter must be forwarded to the school principal and the chairperson of the School Governing Body (SGB) that would indicate that the researcher/s have been granted permission from the Gauteng Department of Education to conduct the research study.*
4. *A letter / document that outline the purpose of the research and the anticipated outcomes of such research must be made available to the principals, SGBs and District/Head Office Senior Managers of the schools and districts/offices concerned, respectively.*
5. *The Researcher will make every effort obtain the goodwill and co-operation of all the GDE officials, principals, and chairpersons of the SGBs, teachers and learners involved. Persons who offer their co-operation will not receive additional remuneration from the Department while those that opt not to participate will not be penalized in any way.*
6. *Research may only be conducted after school hours so that the normal school programme is not interrupted. The Principal (if at a school) and/or Director (if at a district/head office) must be consulted about an appropriate time when the researcher/s may carry out their research at the sites that they manage.*

7. *Research may only commence from the second week of February and must be concluded before the beginning of the last quarter of the academic year.*
8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*
9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*
10. *The researcher is responsible for supplying and utilising his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and/or the offices visited for supplying such resources.*
11. *The names of the GDE officials, schools, principals, parents, teachers and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and/or organizations.*
12. *On completion of the study the researcher must supply the Director: Knowledge Management & Research with one Hard Cover bound and one Ring bound copy of the final, approved research report. The researcher would also provide the said manager with an electronic copy of the research abstract/summary and/or annotation.*
13. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the schools concerned.*
14. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

The Gauteng Department of Education wishes you well in this important undertaking and looks forward to examining the findings of your research study.

Kind regards

Nomvula Ubisi

DEPUTY CHIEF EDUCATION SPECIALIST: RESEARCH

The contents of this letter has been read and understood by the researcher.	
<i>Signature of Researcher:</i>	
<i>Date:</i>	

Appendix E

Stud no./nr.33641676

Navrae/Enq:Postgraduat Qualifications

[Tel:\(012\)441-5702](tel:0124415702)

Faks/Fax :(012)429-4150

Mrs MM Phalane

1069 Marina Street

BOOYSENS

0082

2011-04-15

Dear Mrs Phalane

I have pleasure in informing you that your research proposal has been accepted for the degree of MEd in Education Management and that you may register for the thesis **DFEDU95** for the 2012 academic year.

Registration for the 2012 academic year commences on 1 July 2011 and your registration will now be held in abeyance till this date and can be finalised on payment of the 2011 fees R10145.00. If your registration is not finalised before 15 September 2011 you will be liable for the increase in fees.

The following title has been approved for your projected dissertation with Dr VJ Pitsoe as your supervisor: **EXPERIENCES OF SECONDARY SCHOOL MANAGEMENT TEAMS ON TEAMWORK IN TSHWANE NORTH DISTRICT SCHOOLS.**

Dr Pitsoe can be contacted as follows, Department of Educational Studies, AJH Van der Walt Bld 06-104, tel: +27124294436, email: pitsovj@unisa.ac.za

You may not cancel your registration after acceptance thereof.

Yours Faithfully

Mrs C Kokt

Postgraduate Qualifications

Master's and Doctoral Degrees

Directorate Student Admissions and Registrations

COPIES EMAILED TO: DR MT GUMBO & DR VJ PITSOE

Appendix F

404 DSL Flat

84 Greef Street

Sunnyside

0132

23 November 2011

TO WHOM IT MAY CONCERN

This letter serves to confirm that I have done the language editing and proof-reading of Mrs M.M. Phalane's dissertation titled: **"EXPERIENCES OF SECONDARY SCHOOL MANAGEMENT TEAMS ON TEAMWORK IN TSHWANE NORTH DISTRICT SCHOOLS"**.

I found her work easy and enjoyable to read. Much of my editing basically dealt with obstructionist technical aspects of language which could have otherwise compromised smooth reading as well as the sense of the information being conveyed. I also formatted the dissertation. I hope that the work will be found to be of an acceptable standard.

Thank you.

Hereunder are my particulars:

Jack Chokwe (Mr)

Department of English Studies

University of South Africa

Cell 073 244 6012

jmb@executivemail.co.za

