

**SCHOOL MANAGEMENT: A CASE STUDY OF
SELECTED SECONDARY SCHOOLS IN THE
TSHWANE SOUTH DISTRICT 4 OF GAUTENG
DEPARTMENT OF EDUCATION**

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**TEAMWORK AS A STRATEGY FOR EFFECTIVE
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SOUTH DISTRICT 4 OF GAUTENG DEPARTMENT OF
EDUCATION**

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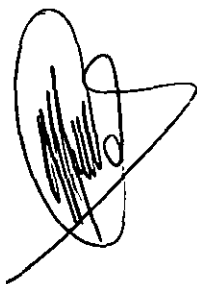


I solemnly declare that this research:

**TEAMWORK AS STRATEGY FOR EFFECTIVE SCHOOL MANAGEMENT: a
CASE STUDY OF SELECTED SECONDARY SCHOOLS IN THE TSHWANE
NORTH DISTRICT 4 OF GAUTENG DEPARTMENT OF EDUCATION**

Is my work, that all the sources used or quoted have been indicated and acknowledged by complete references, and that this dissertation was not previously submitted by me for a degree at another university.

SEHLABANE N.L

A handwritten signature in black ink, consisting of a large, stylized 'S' followed by several vertical lines and a final flourish.

SUMMARY

TEAMWORK AS A STRATEGY FOR EFFECTIVE SCHOOL MANAGEMENT: A CASE STUDY OF SELECTED SECONDARY SCHOOLS IN THE TSHWANE NORTH DISTRICT 4 OF THE GAUTENG DEPARTMENT OF EDUCATION

This dissertation investigates the possible role of teamwork between the principal as the manager of the school and various teacher teams as well as the governing body of the school to contribute to more effective school management.

Data was collected by means of literature reviews and interviews and questionnaires that were completed with the kind participation of both primary and secondary principals and teachers in Mamelodi area. It appears that there is general consensus that efficient teamwork by a member of a dedicated and positive team members contributes considerably to the outcome of the management activities of the school.

Finally recommendations are made for training programmes to be instituted by the Department of Education. There should be a managerial course for principals to teach them the skills of effective management. Teachers and even members of the governing Body should attend a guidance course in effective teamwork and co-operation.

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CHAPTER 1

BACKGROUND AND EXPOUNDING OF THE PROBLEM

1.1 INTRODUCTION

After the formation of the democratic Republic of South Africa in 1994, the National Education Department was faced with the problem of firstly, to integrate the then education departments into a single education department. Equally important was the problem of restoring the culture of teaching and learning which generally prevailed in the former schools that had fallen under the then Department of Education and Training.

At that time there was a total collapse in the culture of teaching and learning. **Fleisch (1999:61)** elucidates this state of affairs as follows: "A disturbing trend was the emergence of what became known as the 'laissez-faire' style of school management. Without the coercive authority of the department to back them up, and with the ever-present threat of being 'expelled', some principals - particularly in the township secondary schools - abdicated their managerial responsibilities. There were frequent newspaper reports of schools that run at the whim of ill-disciplined teachers and students".

According to **Cullingford (1995:181)** each school is, however different. This is not just a matter of style but of something else; ethos, perhaps. The difference depends on how the staff interacts: not on the stand they take on particular issues, but on whether they do take a stand. The effective school depends on dialogue.

For the National Education department to restore the culture of teaching and learning in schools, a total transformation in the education system was the only

solution. To restore order, discipline and the culture of teaching and learning in schools, the principal's authority needs to be restored by the National Education Authority.

According to **Hargreaves (1994:55)** the success of any educational institution depends on the quality of the leadership and on the dedication of the staff working towards a shared vision in a happy environment characterized by teamwork and pride. This research examined how the quality of leadership influences teamwork in effective school management.

Hargreaves (1994:55) continues in his argument that “effective schools strive towards creating mutually relationships between the leaders and the followers.” The leaders’ management styles should include some sense of accountability to staff and at least some degree of staff consultation. There should be management teams working alongside their principals. The principals should motivate their staff and learners, and promote the importance of dialogue and communication. This research will also examine how teamwork influences effective school management.

Further, to expose the research topic, it is important to specify a clear statement of the problem.

1.2 STATEMENT OF THE PROBLEM

Belbin (1996: 39) contends that the only sensible basis on which teams can be set up is by looking at different issues, which concurrently is by offering them empowerment. The possession of corporate responsibility allows the overall effectiveness of the team to be assessed. There should be clear criteria by which teams will be judged in terms of whether they reach or fail to reach their declared objectives. From this argument, the research examined, the role played by teams in the achievement of goals in the school.

Most researchers regard managers as the people in power who exercise their authority over others in the organization. Managers have the right to organize and guide the activities of others through coercion (**Cronje, Dej, Hugo, Neuland and Van Reenen 1994: 121**). The research also examined the role played by the principal in effective school management.

The problem as expressed above can be further exposed by means of the following questions:

- What role does teamwork play as a strategy for effective school management?
- What role does the principal play in influencing teamwork for effective school management?
- What is the attitude of the principal towards teamwork?
- What is the attitude of teachers towards being members of the team?
- What should the principal's guidelines be in order to influence teams in effective management?

The problem of this research project is exposed above. The aim of the research will be discussed in the following paragraph.

1.3 AIMS OF THE RESEARCH

The general aim of this research is to investigate how teamwork can influence the effective school management in Mamelodi schools in the Gauteng Province of the Republic of South Africa. The findings of this research will then be generalized to schools that had been under the then Department of Education and Training before 1994.

To summarize the above general aim the specific objectives of this research are to investigate the following:

- the possible role teams or groups play in effective school management;
- the possible role and influence the principal plays in effective school management;
- the attitude of the principal towards teamwork;
- the attitude of teachers towards being members of the team, and
- the guidelines the principal has to follow to influence teamwork in effective school management.

In order to achieve this aim of the research, it was necessary to look at the research methods.

1.4 METHOD OF RESEARCH

A number of procedures are available to the educational researcher to conduct an investigation. In this research, literature study was conducted on teams and groups. The formation of teams, the role played by teams and how these teams play a part as a strategy for effective school management.

The research further made a literature study concerning the principal as a major factor that influenced teamwork in the school towards effective management. The style of management of principals that contribute to effective school management was also examined.

Interviews were conducted, questionnaires were distributed to the respondent. They were used to establish firstly, the attitude of the principals towards teamwork. Secondly, they were used to examine whether all teachers are willing to be members of teams.

The findings of the interviews and questionnaires were used to make recommendations concerning the establishment of teams in schools that it is hoped would help promote effective management.

1.5 CLARIFICATION OF CONCEPTS

Wallen and Fraenkel (1991:14) state “that the nature of the research being investigated needs to be as clear as possible to all concerned.” All terms should be clearly defined to avoid ambiguity and misunderstanding. Towards this end a number of concepts will be defined.

1.5.1 Teamwork

Teamwork refers to the activity of a group whose individual effort results in a performance that is greater than the sum of the individual inputs (**Robbins, 2001: 251**).

Boone and Kurtz (1992: 367) define teamwork as two or more people interacting to achieve something.

Greer and Plunkett (2000: 298) in turn define teamwork as two or more people who consider themselves a functioning unit and share a common goal.

This research sees the group as a strategy for effective school management as members of the group form teams that work towards the same goal in the organization.

1.5.2 Strategy

In recent literature on management, there exist many definitions for the concept of strategy.

Chandler (in Hill and Jones 1992:7) defines strategy as "the determination of the basic long-term goals and objectives of an enterprise and the adoption of courses of action and the allocation of resources necessary for carrying out these goals".

Quinn (in Hill and Jones 1992: 7) sees strategy as "the pattern or plan that integrates an organizations' major goals, and action sequences into a cohesive whole".

Fifield (1992:7) believes that "strategy is all about how an organization will achieve its objectives" In its strictest sense, Fifield maintains, "strategy refers to means and not ends".

The most significant aspects of strategy are according to **Fifield (1992: 8-9)** the following:

- strategy is longer term;
- strategy is not changed every Friday;
- strategy is not another word for important tactics;
- strategy is not top management's top secret
- strategy is not just a public relations exercise;
- strategy is based on analysis, not straws in the wind and

- strategy is essential to an organization's survival.

The researcher investigated to what extent effective school management relies on teamwork to achieve its goal.

1.5.3 Effective school management

Beare, Caldwell and Millikan (1989:101) state that, "to effect means to bring about or to accomplish. Thus to be effective means that something must be brought about or something must be accomplished. This implies that before it is possible to be effective, the prior requirement is a target, and then the target must be hit." It is clear that this action is deliberate. Therefore, the school is effective if it consciously accomplishes specific goals that it has set for itself.

Cunning (1977:60) asserts that an effective organization is one in which the greatest percentage of participants perceive themselves as free to use the organization and its subsystems as instruments towards their own ends. **Yachtman and Seashore in: (Cunning (1977:60)** explicitly adopt a posture, suggesting that the relevant view of effectiveness answers to the question, how well is the organization doing for itself. The school as an organization must use the resources it has available to achieve its goal.

Herman (1990b: 1-4) refers to school effective management as the school-based management. He regards it as both a structure and a process that involves representation of employees, parents, citizens and sometimes students in a local committee structure that is empowered to make decisions, at the local school building level, related to any of the following:

- instruction;
- budget;
- personnel;
- governance policies and
- any other matter that has been delegated to the local site level.

Herman and Herman (1994: 83) state that "effective school management is management where the conditions are such that students achievement data show that all students evidence acceptable minimum mastery of those essential basic skills that are prerequisite to success at the next level of schooling."

Cuthrie (1998) (in Kam-Cheung and Kai-Ming 1995: 30) also refers to effective school management as a school-based-management. He sees it as a proposal to decentralize and debureaucratise school control.

From the above definitions it becomes clear that for the school to achieve its objectives, does not require an individual effort but the collective effort of groups or teams, working together to attain the particular schools' objectives.

1.6 DEMARCATION OF THE INVESTIGATION

This research project aims at investigating how teamwork as a strategy can help to achieve effective school management. The research is focused on schools in Mamelodi Township (Pretoria) in the Gauteng Province of the Republic of South Africa.

Schools selected were formerly under the then Department of Education and Training and these are schools that were historically disadvantaged by the then government of the Republic of South Africa.

The respondents in this research include principals; heads of various departments and teachers attached to the schools elected for this project.

The research-investigated school teams in general, their role, and how they contribute to effective school management. Secondly, the research looked at the role played by school managers in influencing teamwork in order to assist the effective management of the school.

Having stated the demarcation of the research, an outline of the plan of research will follow.

1.7 PLAN OF THE RESEARCH

Chapter 1 dealt with the research problem, the aim of the research and the methodology to be used for this research. It also gives the clarification to concepts of the research topic.

Chapter 2 will review the literature on teams and or groups. It will give a framework on which the research can be based. It will clarify teamwork and its role in achieving effective school management.

Chapter 3 will provide a detailed literature review of the principal. The role of the principal as well as the influence he/she displays as a leader in the school for the teams to operate effectively and efficiently to achieve the goal of the institution.

Chapter 4 will consider with the design of the research instrument and the procedure to be followed when the research is conducted. It will discuss the interviews as well as the questionnaires to be employed to collect data for the research.

Chapter 5 will link the interpretation of the findings of chapter two, three and four. It will also support the recommendations derived from the findings of the research and provide a conclusion. A summary of the entire investigation will also form part of chapter 5.

1.8 Conclusion

This chapter forms the basis of this research project. It outlines how the research is going to be conducted.

The aim of this research is to investigate teamwork as a strategy for effective school management, so that the findings may be generalized to schools in the hope of achieving effective school management.

This research argues that teamwork will perform well when given support by the management team and in particular the principal of the school. The style of leadership of the principal is directly linked to the teams' performance in the school in its quest to achieve goals.

Effective teams are the building blocks of the quality of a school. Further, more teams are the essential vehicles for meeting the challenging and demanding goals of educative teaching (**Van der Bank 1995:19**).

The next chapter will deal with research literature review, which will examine teams and or groups, and how they can influence effective school management.

CHAPTER 2

LITERATURE REVIEW OF TEAMWORK AS A STRATEGY FOR EFFECTIVE SCHOOL MANAGEMENT

2.1 INTRODUCTION

Teamwork, as a strategy for effective school management, is the theme of this research. It is a fallacy to argue that if teachers work harder the teaching/learning process will be more successful. Spending more time and money will not improve the quality of the teaching/learning process. One possible solution would be to involve all the human resources in the school in building teams to deliver the total quality. The schools of South Africa must be changed and revitalised; They must become more effective and more efficient. The school system must be restructured so that it will operate more efficiently by using a team management approach. This would appear to be the only way in which there can be commitment by every person involved in the school, to achieving quality and being accountably effective in school management (Van der Bank 1995: 8).

The literature study for this research will be divided into two chapters, namely this chapter and chapter three. This chapter will concentrate on teamwork, the formation of groups/teams and their contributions to effective school management and chapter three will be based on literature that deals with the factors that influence teamwork and their effect on school management. It is hoped that the literature studied will help to explain and clarify the recommendations that may emerge in chapter five.

2.2 WHAT IS TEAMWORK?

According to Snow (1992:11) "teamwork is a series of behaviours in a group that are complementary and mutually reinforcing. The behaviours make it possible for

the team to produce products of concepts that could not have been produced by some people working independently. Teamwork is an essential component in schools because it builds trust and improves communication.

Murgatroyd and Morgan (1993:65) discuss the 3C's or so called self qualities of total quality management: namely, culture, commitment, and communication.

- Culture refers to the implicit rules, assumptions and values that bind an organisation together. In the case of a school a learning culture in which rewards are shared through the work of teams.
- Commitment should become normative, rather, than exceptional. Teachers must be committed to their subject or their departmental teams and share a vision and goals of the school.
- Communication in a total quality school must be simple, effective and powerful between the different teams as well as between the staff and the management team.

In a school where there is a total team management there should be a strong team organisation.

2.3 TEAM ORGANISATION

Tjosvold and Tjosvold (1991:3) state that "in a team organisation, people are excited about the company's vision and want to serve its customers." In a school the teams work effectively in order to satisfy the needs of the learners and to accomplish the vision of the school.

2.4 TEAM ORGANISATION MODEL

The model describes both the ends and the means for creating the enduring advantage of spirited teamwork. The model comprise of:

- Envision - Leaders speak credibly about the nature of productive teamwork. They understand why working, as a team will benefit them as a company.
- Unite - Leaders inspire a shared conviction about value of teamwork and the need to invest in developing the team organisation. Teamwork does not suppress people but instead helps them express their individuality.
- Empower - Successful leaders walk the walk as well as talk the talk. They emphasise that everyone should be learning and improving their skills in leading, working in teams, and managing conflict. They know that a team organisation is only successful to the extent that individual members are convinced of the value of their contribution.
- Explore - Becoming a team organisation is much more than following a recipe or a script. People will have opposing views about many decisions that are necessary in creating a team organisation. But discussing them openly and directly, they can explore the issues more deeply and create solutions that are practical.
- Reflect - Constructing the team organisation is a journey, not a destination. It requires ongoing attention in which people continually upgrade and improve their teamwork. Leaders encourage people to persist in overcoming old habits and developing new skills and way to work. Successful leaders recognise that developing teamwork and working together require courage, heart, and ongoing experimenting and continues improvement (**Tjosvold and Tjosvold 1999: 4-7**)

2.5 PRINCIPLES OF TEAMWORK

Teamwork is an essential component of the effective management of the school. Teachers who work as a team should be guided by principles of teamwork for them to be effective in the school activities.

According to **Amstrong (1998: 38)** the general principles of teamwork are defined as being to :

- Promote mutual trust and co-operation between the company, its employees and union.
- Recognise that all employees, at whatever level, have a valued part to play in the running of the company
- Seek actively the contribution of all employees in furthering these goals.

In a school, teams build on the teamwork principles will in no doubt lead to successful teams that will lead to effective school management. Teachers at all levels should belong to various teams.

2.6 SUCCESSFUL TEAMS

According to **Varney (1990: 7-8)** a successful team embraces the following concept:

- Team members' roles are clear to each person, as well as to others on the team, and individuals are committed to their jobs and accept and support the roles of others.
- Individuals have goals that they have agreed to. The sum of individual goals adds up to the team goal.
- Structure, practices, policies and systems are understood and agreed to by all team members.
- Working relations are seen as an essential part of an effective team, therefore, they are discussed and interpersonal problems are solved and not left fester.

2.7 FORMATION OF GROUPS/TEAMS

Graham and Bennett (1998:48) contend that, a collection of individual employees does not automatically become a working group. The conditions, which will cause a group to form and make it cohesive, are:

- The employee must be near enough to each other for easy face-to-face communication.
- The work they are doing must be related; for example, they form parts of the chain (like a progressive assembly line), are doing similar jobs (as in the relay assembly room), or have the same purpose (like a committee organising a works outing).
- The individuals must be compatible, without great differences in status, skill or education.
- The total number should not exceed about twelve, though this depends on physical arrangements in the workplace.
- An external threat will often cause a collection of individuals to form themselves into groups.

Belbin (1996:39) avers that “the only sensible basis on which teams can be set up is to look at different issues concurrently and by offering them team empowerment.” The possession of corporate responsibility allows the overall effectiveness of the team to be assessed. There should be clear criteria by which they will be judged in terms of whether they reach or fail to reach their declared objectives.

Robbins (2001:264) in his team effective model discusses the variables that relate to how teams should be staffed –he calls this category the composition. For the members of a team to perform effectively, the team requires three types of skill.

- technical expertise;
- people with problem solving and decision-making skills and

- people with good listening, feedback conflict resolution, and other inter-personal skills.

2.8 WHY DO PEOPLE JOIN GROUPS

Kossen (1991:99) says that “people join groups for various reasons” as set out below:

- **Security:** The need for security is an important reason why people form such groups as neighbourhood, watch groups, unions, teacher union's et cetera.
- **Affiliation:** The tendency of people to like to be with other people who share interests and values.
- **Self-esteem:** Membership in some groups tends to affect its members' feeling of self-esteem or worth.
- **Power:** In numbers there is strength. Being a member of the group, therefore, helps individuals to acquire strength, that is, power, which is difficult if not impossible to attain alone.
- **Social reality:** Another purpose of groups is to establish and test social reality.
- **Goal accomplishment:** The group enables its members to accomplish their goals more readily because of the variety of skills and knowledge that can be collectively provided (**Kossen 1991:99-101**).

2.9 THE SIZE OF THE GROUP

The size of the group is an opportunity of choice. There is no best size, because that depends on the purpose, but there are two contradictory forces that always apply:

- the larger the group the greater the number of people who can listen, learn and contribute their knowledge and experience;
- the smaller the group, the more chance there is for each individual to contribute,

Smith (1991:155) discusses the size of the group as primary and secondary groups.

- Primary groups tend to consist of a small number of people and are concerned with specific task or function, such as a personnel department or design team.
- Secondary groups tend to be larger in number and contain different functions such as in a company.

Robbins (2001:266) states that the most effective teams are neither very small (under four or five members) or very large (over twelve members). This research assumes that the size of the team has an impact and influence in the effective management of the school.

2.10 TYPES OF GROUPS

According to **Buchanan and Huczynski (1997:190-191)** there are two types of groups, namely, formal groups and informal groups.

2.10.1 Formal groups

Formal groups are those groups in organisations which have been consciously created for formal functions, such as getting work done, generating ideas, liaising and so on. The formal group functions are tasks which are assigned to it, and for which it is officially held responsible (**Buchanan and Huczynski 1997:191**).

Graham and Bennett (1998:44) agree with the two types of groups and defines the formal group as deliberately created by management for particular predetermined purpose. They further state that “a group may be defined with respect to a task, function, and state within the managerial hierarchy (such as the school management team).”

According to **Kossen (1991:102)** formal groups are formal, or required systems. The required system consists of individuals who are positioned and co-ordinated by management for the purpose of attaining predetermined organizational goal and objectives. The formal system, therefore, provides some degree of order and predictability in an organization.

2.10.1.1 *Why Formal groups are created*

Formal groups are created for a variety of reasons. Basically formal groups:

- Facilitate the accomplishment of goals much less haphazardly than do informal ones.
- Facilitate in the establishment of logical authority relationships among people and positions.
- Permit the application of the concept of specialization and division of labour.
- Create more groups' cohesiveness as a result of a common set of goals (**Kossen, 1991:102**).

2.10.1.2 *Characteristics of formal groups*

Buchanan and Huczynski (1997:190) state that “there are five characteristics of formal groups, namely:”

- They have a formal structure.
- They are task-orientated.
- They tend to be permanent.
- Their activities contribute directly to the organizations collective purpose.
- Somebody consciously organises them for a reason.

Buchanan and Huczynski (1997) further distinguish two different types of groups, namely the permanent formal groups and the temporary formal groups.

2.10.1.3 *Permanent formal groups*

These include a permanent committee for example, Union - management consultative board, a management team or staff group providing specialist services.

2.10.1.4 *Temporary formal groups*

These include task group which is formally designed to work on a specific project where its interaction and structures are pre-specified to accomplish the task (**Buchanan and Huczynski 1997:191**).

2.10 .2 Informal Groups

According to **Graham and Bennett (1998:450)** informal groups can form without management support. People who feel they possess a common interest establish such groups. Members organise themselves and develop a sense of affinity to each other and a common cause. Often it is an informal group that actually determines how much work is done. Hopefully the aims of informal group that spring up within an organisation will correspond to the objectives of its management, but they might not. Informal groups could in fact be formed specifically to oppose the wishes of the organisation.

Kossen (1991:102) describes the informal groups as a group that emerges." As owner-manager of the bike-shop, you can create a formal work group, but you cannot eliminate an informal one as long as you have an organization". The informal or emergent system evolves in one form or another regardless of your personal wishes, although you can influence its activities.

On the other hand **Buchanan and Huczynski (1997:191)** regard the informal group as a collection of individuals who become a group when members develop interdependencies that influence one another's behaviour and contribute to mutual need satisfaction.

2.10.2.1 *Why informal groups are formed*

Informal groups are established to satisfy the needs of individuals that the organisation might not be interested in. So informal groups-the emergent system - come galloping to the rescue of small group members (**Kossen, 1991:103**). There is little doubt that informal groups sometimes create problems for organisations. They transmit false information (rumours) through the grapevine, resist change, cause excessive conforming to group norms and sometimes even develop goals that conflict with those of the formal organization (**Kossen, 1991:103**)

The informal organisation can, however perform a variety of positive and useful functions. Informal groups help the individual members satisfy psychological and social needs.

2.10.2.2 *The influence of informal groups on members*

Group affiliation may affect individuals within the group in various ways.

- Social norm: the shy, retiring, high school youth who seldom asserts his or herself when alone in an unfamiliar crowd may suddenly become boisterous and obnoxious when with friends.
- Conformity: People tend to conform to group standards as a means of being accepted.
- Cohesiveness of groups: sticking together.

2.11 GROUP DEVELOPMENT

Tuchman (in Graham and Bennett 1998:45-48) state that groups develop in four stages, namely:

- Members learn about each other, about the nature and purpose of the group and the constraints that limit its activities. Group structures, status hierarchies and patterns of interaction among members are determined. Rules of behaviour are established and individuals tell each other about their perceptions of the group's structure and objectives. This stage is sometimes referred to as the orientation or 'forming' phase.
- Disputes and power struggles arise. There is internal group conflict, criticism and open questioning of the group's goals. This is the 'confrontation' or 'storming' phase.
- Conflicts are resolved and division of work and responsibilities among group members is tentatively implemented. Specialisation develops individual differences are recognised and 'who does what' disputes disappear. This is the 'differentiation' or 'norming' phase.
- Eventually, group productivity increases; there is much collaboration among members and commitment of the group. Individuals value the contributions of their colleagues and accept their idiosyncrasies. A decision-making system acceptable to all group members is established. People get on with their work. This is the 'collaboration' or 'performing' phase of the process. Closeness, or group cohesion describe the feeling that members have for each other and their group. Groups provide the mechanism for giving people a sense of both identity and unity; something referred to as a feeling of belonging (**Kossen 1991:103-104**).

2.12 TYPES OF TEAMS

Robbins (2001:259) distinguishes four common forms of teams:

- **Problem solving teams**

It is a group of five to twelve employees from the same department who meet for a few hours, each week to discuss ways of improving quality, efficiency and the work environment.

- **Self managed teams**

The self-management team is a group of ten to fifteen people who take on the responsibilities of their former supervisor. They perform all the duties of the former supervisor.

- **Cross- functional teams**

Employees from approximately the same hierarchical level, but from different work areas, who come together are examples of cross-functional teams:

- Task force - a temporary cross-functional team.
- Committee - groups made up of members from across departmental line.

- **Virtual teams.**

These are teams that use computer technology to tie together physically dispersed members in order to achieve a common goal. Virtual teams can do all the things that other teams do - share information, make discussions, and complete tasks.

2.13 THE NATURE OF TEAMS

According to **Calitz (1994:4)** teams are usually characterised by two factors:

2.13.1 Participation

- Development of a strong sense of interdependence among members.
- Interdependence generates self-sacrificing co-operation.

2.13.2 Behaviour

- Sense of camaraderie
- Fierce commitment and sacrifice to attain common goal
- A sense of shared destiny
- Well-planned
- Thoroughly practised
- Highly disciplined co-ordination of co-operative effort.

2.14 IMPORTANCE OF TEAMS

Teamwork is an essential component of the implementation of effective school management. It builds trust and improves communication. The synergy required to make quality improvements in the school comes from people working in harmony. Therefore, teams become the focus of the organisational design of the school. The ideal is that self-managing teams should become responsible for the important processes in the school. The well-functioning school of quality should consist of a large number of overlapping teams (**Van der Bank 1995: 9**).

2.14.1 Why teams are desirable at school

- Teams maximise the creative talent within the school and promote learning

- They are learning units because they encourage the transfer of knowledge as well as skills.
- Teamwork is more satisfying than working alone (Teams must however be well managed, trained and developed).
- Teams promote problem ownership.
- Teams can cover a wider range of problem solving than a single individual could cope with (**Murgatroyd and Morgan 1993: 73**).

2.15 TEAM BUILDING

Chung (1987:742) defines team building as an effort to improve the effectiveness of a group by encouraging its members to work as a team.

In the 1970's R Meredith Belbin and colleagues developed a theory of team building, which suggested that certain types of individuals do not perform well when working together in the same teams. Belbin argued that people have different psychological characteristics, which cause them to adopt particular roles at work, and that appropriate combination of persons assuming various roles is essential for the creation of a well balanced team (**Graham and Bennett, 1998:52**)

2.16 ROLE OF PERSONS IN A BALANCED TEAM

Belbin (1981) and Dawson (1993:102) distinguished the following nine team roles of a balanced team:

- **Co-ordinator**

The co-ordinator is a mentally stable individual, extrovert and dominant, and makes an ideal chairperson. He or she is self-confident, mature, a good speaker and listener, and adept at classifying issues and facilitating decisions.

- **Specialist.**

The specialist is a dedicated professional who provides technical skills and knowledge. He or she may fall into any personality category.

- **Team worker.**

This person is also mentally stable and extrovert, but low in dominance. The team worker is perceptive, able to identify problems and promotes harmony within the group. However, he or she will avoid confrontation and tends to be indecisive.

- **Plant**

A 'plant' is a major source of team ideas and creativity, although the person might not be a good communicator. Plants are imaginative problem-solvers, intelligent, introvert and dominant.

- **Shaper**

This personality type is dynamic, outgoing, extrovert, and dominant and highly strung. The shaper is task-orientated, argumentative, and thrives on pressure. He or she will overcome obstacles, albeit at the expense of other team members' feelings.

- **Completer or Finisher**

The completer or finisher is an unassertive introvert who is reluctant to delegate, and inclined to worry unduly. Strengths of this personality type are that such people are painstaking, conscientious and have a permanent sense of urgency.

- **Implementer.**

An implementer is practical, stable, controlled, and capable of turning ideas, into action. He or she is disciplined and reliable, but prone to inflexibility and rigid attitudes.

- **Monitor.** - Educator.

This person is a critic rather than a creator: stable, intelligent, introvert and capable of deep analysis of issues. Such individuals lack warmth, are rarely able to inspire others, yet are usually correct in their assessment.

- **Resource investigator.** The resource investigator is a relaxed, positive and enthusiastic person who goes outside the group to discover new ideas and information.

Mergerison and McCann(in: Murgatroyd and Morgan 1993:149) also identify seven team major roles namely,

- The creator-innovator who obtains and experiments with new ideas.
- The explorer-promoter who looks for and informs others of fresh opportunities.
- The assessor-developer who tests the applicability of various ideas.
- The thruster-organiser who devises and implements new ways of making things work.
- The concluder- producer who is best at operating existing systems and practices.
- The upholder-maintainer who ensures those standards are upheld.
- The reporter-adviser who gathers and disseminates information.

2.17 THE EFFECTIVE TEAM

From the business perspective, there is no justification in having a team unless it becomes effective (**Eales-White, 1996:15**)

Teams in the school should be self-managing, which means that they should be able to determine their own sub-goals, procedures, objectives and work processes. Teams can be seen as quality groups created in schools as the major vehicle for organisation work. The main problem is that teams are established, but teams are seldom trained and developed. This training and development of quality teams should be seen as the priority in the quality school. Teams like people, need nurturing and mentoring if they are to function well and give their best (**Van der Bank 1995:9**).

A team is effective when it adds more value than the value which is the equivalent of adding up the contributions of all the individuals, if performing as individuals. This is termed synergy (**Eales-White 1996:15**).

2.18 WHAT IS SYNERGY?

According to **Mears and Voehl (1994:4)** synergy is the interaction of two or more agents or forces so that their combined effort is far greater than their combined effort is far greater than the sum of their individual effort.

2.18.1 Major elements of team synergy

- Listening and clarifying - this requires that all team members pay attention and be responsible to the direction taken by person talking.
- Supporting - involving encouraging people to speak up and creating positive climate where they will feel free to offer ideas.
- Differing and confronting - skills involve the ability to present ideas to the group, without threatening any individuals.
- Quality as a personal commitment to excellence is essential. Team members must accept their responsibilities, be willing to do quality work

- Acceptance of the idea that each member of a team bring potentially valuable mix of skills to the team.
- Feed back in terms of open and honest communication is critical to achieve results (Mears and Voehl 1994: 5-6).

2.19 EFFECTIVE TEAM MODEL

Robbins (2001:264) came up with a model for effectiveness in a team, which is set out below.

2.19.1 Team effective model

Work design

- anatomy
- skill variety
- task identity
- task significance

Composition

- ability
- personality
- roles and diversity
- size
- flexibility
- preference for team
- team effectiveness

Context'

- adequate resources
- leadership
- performance

- evaluation and reward

Process

- common purpose
- specific goals
- team efficacy
- social loafing

2.19.1.1 *Work design*

Effective teams need to work together and take collective responsibility to complete significant tasks. They must be more than a 'team-in-name only'. The work design category includes variables such as freedom and autonomy, the opportunity to utilise different skills and talents, the ability to complete a whole and identifiable task or product, and working on a task or project that has a substantial impact on others.

2.19.1.2 *Composition*

This category includes variables that relate to how teams should be staffed as well as the qualities required of the members.

- (i) Ability of members to perform effectively a team requires three types of skills.
- technical expertise.
 - people with problem-solving and decision-making skills.
 - people with good listening, feedback, conflict resolution, and other interpersonal skills (**Robbins 2001 :264**).

- (ii) **Personality.** Teams that are related more highly in mean levels of extraversion, agreeableness, conscientiousness and emotional stability, tend to receive higher managerial relating for team performance.
- (iii) **Allocating Roles and Diversity.** Teams have different needs, and people should be selected for a team to ensure that there is diversity and that all the various roles are filled.
- (iv) **Member flexibility.** Teams made up of flexible individuals have members who can complete each other's tasks.

(v) **Members performance for teamwork**

Not every employee is a team player. Given the option, many employees will choose not to be part of team participation. When people who would prefer to work alone are required to team up, there is a direct threat to the team's morale. This suggest that when selecting team members, individual preferences should be considered as well as abilities, personalities and skills. High-performing teams are likely to be composed of people who prefer working as part of a group (**Robbins 2001:264**).

2.19.1.3 Context

The three contextual factors that appear to be most significantly related to team performance are the presence of adequate resources, effective leadership and a performance evaluation and reward system that reflects team contribution.

- **Adequate resources**

All work teams rely on resources outside the group to sustain them. A scarcity of resources directly reduces the ability of the team to perform its activities effec-

tively. One of the most important characteristics of an effective work group is the support the group receives from the organization. This includes support such as timely information, technology, adequate staffing, encouragement and administrative assistance. Teams must receive the necessary support from management and the larger organisation if they are to succeed in achieving their goals (**Robbins 2001 : 267**).

- Leadership structure

Team members must agree on who is to do what and ensure that all members contribute equally and share the workload. Leadership, of course, isn't always needed. For instance the evidence indicates that self-managed work teams often perform better than teams with formally appointed leaders. Leaders may obstruct high performance when they interfere with self-managing teams. On self-managed teams, team members absorb many of the duties typically assumed by managers.

- Performance Evaluation and Reward Systems

In addition to evaluating and rewarding employees for their individual contributions, managers should consider group-based appraisal, profit sharing, gain-sharing, small-group incentives, and other system modifications that will reinforce team effort and commitment.

2.19.1.4 *Process*

The final category of team effectiveness is process variables. These variables include member committed to common purpose, establishment of specific team goals, team efficacy, a managed level of conflict and the reduction of social loafing (**Robbins 2001: 268**).

- **A common purpose**

Effective teams have a common and meaningful purpose that provides direction, momentum and commitment for members. This purpose is a vision. It is broader than specific goals. Members of successful teams put a tremendous amount of time and effort into discussing, shaping and agreeing upon what belongs to them, both collectively and individually. This common purpose, when accepted by the team, becomes the equivalent of what celestial navigation is to a ship's captain - it provides guidance under any and all conditions.(Ibid267).

- **Specific goals**

Successful teams, translate their common purpose into specific, measurable, and realistic performance goals.

- **Teams efficacy**

Effective teams have confidence in themselves. They believe they can succeed. This is known as team efficacy. As a team develops an increasingly stronger performance record, it also increases the collective belief that future efforts will lead to success.(Ibid267).

- **Conflict Levels**

Conflict on a team is not necessarily bad. Teams that are completely devoid of conflict are likely to become apathetic and stagnant so conflict can actually improve team effectiveness (Robbins 2001 : 268).

- **Social loafing**

Individuals can hide inside a group. They can engage in social loafing and coast along on the group's effort because their individual contributions cannot be identified. Successful teams make members individually and jointly accountable for the team's purpose, goals and approach. Individuals are clear on what they are individually responsible for and what they are jointly responsible for (**Robbins 2001 : 267**).



2.20 QUALITY CIRCLES

Chung (1997:738) describes groups as quality circles.

A quality (QC) is a small group of workers who meet regularly to:

- identify,
- analyse and
- solve operational problems.

Chung (1997:738) also detailed the **essential features of a quality group**. The features may be summarised as:

- Membership in voluntary.
- The group usually numbers between five and ten members.
- Membership is normally drawn from people undertaking similar work or from the same workstation.
- The group selects the problem to be tackled and the methods of operation.

- Leadership can be decided from within the group but is usually the immediate supervisor.
- The group members receive training in communication and problem-solving skills, quality control techniques and group processes.
- The group recommends solutions to management and where possible have authority to implement agreed solutions.

2.20.1 Criteria of quality circles

Hellriegel and Slocum (1982:476) and **Mullins (1993:504)** discussed the criteria required of effective quality circles and they listed a number of specific criteria.

- Commitment and support of top management.
- Full consultation with staff
- Participation approach by management, and appropriate system and style of managerial behaviour.
- Delegation of decision-making.
- Trust and goodwill on all sides.
- An effective support structure of consultation and negotiation support to trade unions and/or representatives.
- An effective program including development of quantitative skill.
- Continuous monitoring and review of results. (**Hellriegel and Slocum, 1982:476, Mullins 1993:504**).

2.21 THE DEVELOPMENT OF EFFECTIVE TEAMS

West-Burnham (1992: 130) states that team building is far too complex to be left to serendipity. Although there are many successful teams, they could be even better, more effective quality teams. Team membership is often a low order selection factor and induction is usually in terms of administrative procedure, if it takes

place. Effective teams do not happen by chance or by an unexplained miracle, but must be created and managed systematically. Teams need to be developed and they need time to mature and to develop. Unfortunately, teams in schools are seldom created with the idea of team building and team development in mind. In schools we have structural teams like the management team and the departmental team. There are also ad hoc teams to investigate and manage specific issues, for example changing the school uniform.

According to **Murgatroyd and Morgan (1993:150)** there are five stages of team development.

(i) First stage: Forming

In this stage goals and procedures are defined. This is usually a difficult stage because team members are keeping their feelings to themselves until they know more about their fellow team members and act more secure than they actually feel. They also feel insecure about the nature of the task and their own roles.

(ii) Second stage: Storming

In this stage conflict emerges concerning roles, tasks and behaviours. It is important to work through the issues and not to avoid them in order to make the team stronger. While the team is working through the issues, the members begin to accept its methods. They also begin to understand the work and the norms.

(iii) The third stage: Norming

This is the stage of acceptance of roles, tasks, ways of working as well as the diversity within the team. This process of acceptance leads to a sense of shared responsibility and group cohesion.

(iv) Fourth stage: Performing

After norming is achieved, the team starts performing. The skills and talents of the team members are engaged to achieve success as a quality team. Understanding of roles and responsibilities are high and the team becomes both effective and efficient.

(v) Fifth stage: Conforming and transforming

This is also a difficult stage because the team is vulnerable as a result of the difficult choice between conforming and transforming. Conforming is the safe route of continuing to perform as usual or to satisfy the need for constant, continual improvement by transforming. In education teams usually opt for conforming. (Ibid 150).

2.22 SKILLS FOR EFFECTIVE TEAMWORK

West-Burnham (1992: 132) came up with a number of methods that could be used to develop the skills team members will require.

- The team must train together.
- Team members, on the basis of perceived needs, should design the training.
- The training should be focussed on issues of implementation.
- The skills and expertise must be used as a permanent resource.
- Team activities subsequent to training should make constant reference to the lessons learnt

If teams are not trained properly and these skills are not being developed, the school teams will not work effectively. These skills are generic skills, which could easily be transferred to other situations (**Van der Bank 1995:19**).

2.23 CONCLUSION

From the literature studied in this chapter it has become clear that the term groups and or teams are used inter-changeably. Both can be used in the school situation as a strategy of effective school management. Groups and or teams require supervision and good management in order to perform to their expectation. Every group or team should have a leader. In a school the principal of the school, by virtue of his position is a leader of teams. In the next chapter, the research will focus on the factors that influence teamwork in a school as a strategy for effective school management.

CHAPTER 3

FACTORS THAT INFLUENCE TEAMWORK

3.1 INTRODUCTION

Education managers should never underestimate the influence of the school's climate or culture on staff performance. The organizational climate is a mechanism, which many education managers fail to use to its potential. In some schools it remains "the most mystery in the educational professional meetings, which they attend (Gorton 1983:263).

Beck and Murphy (1993:183) state that "there is growing awareness that, in order to be educators, principals need to be educated themselves."

From the demands posed by education today, it becomes clear that the principal should be somebody who is knowledgeable in educational matters.

3.2 DEFINITION OF LEADERSHIP

A team or a group cannot function without a leader. **Couley(in: Gorton 1983: 263)** states that "the leader is the one who succeeds in getting others to follow him."

Koontz, O'Donnel and Weihrich (1987:506) also define leadership as, "influence, the art or process of influencing people so that they strive willingly and enthusiastically towards the achievement of group goals".

Marks, Stoops and Stoops (1985: 75) defined educational leadership as "that action or behavior among individuals and of the group to move toward educational goals that are increasingly acceptable to them".

Another definition of leadership avers that "Leadership is power based predominantly on personal characteristics, usually normative in nature" (**Etzioni 1961: 116**).

While **Fiedler (1967:8)** concludes, "The leader is the individual in the group given the task of directing and coordinating task-relevant group activities".

Katz and Kahn (1978:528) attest that the essence of organizational is "the influential increment over and above mechanical compliance with routine directives of the organization".

Leadership is that quality which leads to the "initiation of new structure or procedure for accomplishing an organization's goals and objectives or for changing an organization's goals and objectives" (**Lipham 1964 :122**).

There is a strong agreement in the thinking of these various authors in their highlighting of what they discern as the important components of leadership.

Drake and Roe (1986:16) state that "leadership is associated with groups of two or more people and most frequently involves the school principal, the leader, who is a critical force in determining school climate, student and teacher attitudes and instructional practices".

According to **Morris, Crowson, Porter-Geehrie and Hurwitz (1981:18)** the "term" principal is derived from the term prince and means first rank, degree, important and authority.

According to **Ovard (1966: 3)** in a derogatory tone describes a secondary principal as a "warden, a boss, an autocrat, will-o-the-wisp, a slave driver, a good Joe, and occasionally a capable administrator".

From the above definitions, it would appear that the principal is a person who has responsibility and authority. How principals use their authority over their followers will largely determine whether they will achieve the objectives and the goals of the school.

3.3 WHAT IS A ROLE

Graham and Bennett (1998: 56) define 'Role' as "a self-contained pattern of behavior considered typical of a person who occupies a certain social position for example, a husband, mother, office boy, senior manager etc. The role theory is concerned about how individuals behave, how they feel they ought to behave and how they believe other people should respond to their actions".

3.4 THE ROLE OF THE PRINCIPAL

As indicated above the principal is a leader and has followers. The principal must therefore have leadership skills. **Harold Green (in: Syrett and Hogg, 1992:xix)** sees the leaders role as:

"The ability to lead and inspire others is far more instinctual than premeditated and it is acquired somehow through the experiences of everyday life, and the ultimate nature and quality of that leadership comes out of the innate character and personality of the leader himself".

According to **Drake and Roe (1986:19)** the task of the principal can be divided into two broad categories:

The administrative /managerial emphasis and the Educational leadership emphasis

According to **Marx, Rademeyer and Reynders (1991:277)** managers in actual practice have a dual role: on the one hand leaders have to manage certain activities themselves; on the other they have to lead their subordinates by establishing a framework within which they must operate to achieve set goals as successfully as possible.

3.4.1 The administration-Managerial emphasis of the principal's task

The above emphasis primarily places responsibility upon tasks that have to do with the smooth operation of the school, which ultimately contribute to the effective management of the school. Some of the tasks, which are expected of the principal, concern the management of:

- Administration.
- Student discipline
- Scheduling and maintaining a schedule
- Building administration
- Administrating supplies and equipment
- Pupil accounting
- Monitoring programmes and instructional processes prescribed by the central office
- Communicating to the students, staff, and school community as spokesman for the central office
- Student activities
- Scheduling community use of buildings
- Involvement in community programming (**Drake and Roe1996:19**).

3.4.2 Educational instructional leadership

Leadership of this nature is concerned with:

- Stimulating and supporting those involved in teaching-learning acts to achieve the goals of the school
- Building cohesive social within a school that “pulls together” teamwork, to achieve (Drake and Roe 1986:19).

3.5 THE TASK OF THE PRINCIPAL

Kroon (1992:8-10) refers to the administration-managerial role as the primary tasks of the manager and the educational-instructional role as the secondary tasks of the manager.

3.5.1 Primary tasks

It is **Kroon's(1992:9)** contention that most organizations require their managers to perform in four basic tasks:

- planning
- organization
- activation (giving guidance)
- control

Some managers prefer to include a fifth task, namely evaluation. There are two reasons for the inclusion of this fifth task, namely:

- to evaluate the quality of end results to ensure that the same achievements will be repeated in the future; and

- to ensure that inadequate future performance may be improved by means of corrective actions.

3.5.2 Secondary tasks

Kroon (1992:9) further elucidates the principal's secondary tasks as:

- decision-making
- communication
- motivation
- coordination
- delegation and
- disciplinary action

3.6 FUNCTIONS OR DUTIES OF THE PRINCIPAL

Drake and Roe (1986: 20) delineate the duties of the principal as follows:

- Working with the students and staff in establishing clear-cut goals for the school and in long range planning to achieve these goals.
- Helping instill in the school a positive climate, with strong sense of academic mission. In addition, with large expectations converged to all student and faculty.
- Becoming involved with and knowledgeable about community service and resources that may re-enforce and extend the student academic programme.
- Stimulating and motivating staff to maximum performance in instruction and classroom management.
- Developing with the staff a realistic and objective system of accountability for learning.
- Developing and cooperating operable assessment procedures for engaging program to identify and suggest alternatives for improving weak areas.
- Working with staff in developing and implementing the evaluation of the staff.

- Working with staff in formulating plans for evaluating and reporting students progress
- Providing channels for regular and consistent involvement of the community in appropriate functions of the school
- Providing leadership to student in helping them to develop government, and social systems that will create a strong sense of identification and affiliation between students.
- Developing and cooperating with staff a dynamic professional development and in service education program (**Drake and Roe 1986:21**).

3.6.1 Other general tasks/ duties of the principal

Kraut (in:Wright (1996: 19) involved 1412 managers in an investigation, which showed that five-management task, were the most important of 57 originally identified.

- managing individual performance
- training of subordinates
- planning and allocating available resources
- coordinating independent groups and
- managing group performance

According to **Cabarro (1992: 19-25)** the role of the manager can be elucidated as follows:

3.6.1.1 Interpersonal role

Managers have a figurehead role. As the head of an organizational unit, every manager must perform one ceremonial duty. Managers are responsible for the work of the people in their unit.

3.6.1.2 Information role

By virtue of interpersonal contacts, both with subordinates and with a network of contacts, the managers emerge as the nerve center of the organizational unit.

3.6.1.3 *Processing information*

Processing Information is an essential part of the manager's task.

3.6.1.4 *Monitoring role*

The manager is perpetually scanning the environment for information, interrogating liaison contacts and subordinates, and receiving unsolicited information, much of it because of the network of personal contacts.

3.6.1.5 *Disseminator role*

The manager passes some privileged information directly to subordinates, which would otherwise have had no access to it.

3.6.1.6 *Spokesperson role*

The manager sends some information to people outside the unit.

3.6.1.7 *Decisional Role*

Information is not, of course an end in itself; it is the basic input to decision-making. The manager plays the major role in the units of the decision-making system:

- **The manager as disturbance handler**

In this role the manager is depicted as involuntarily responding to pressures, where change is beyond the manager's control. Where the pressures of a situation are too severe to be ignored and strike looms, the managers must act.

- **The manager as change agent**

The manager seeks to improve the unit's ability to adapt to changing conditions in the environment. The manager is always on the lookout for new ideas. When good ones appear, they initiate development projects that they may supervise or delegate to employees.

- **The resource allocator role**

The manager is responsible for deciding who will get what. Perhaps the most important resource the manager allocates is his or her own time.

- **The final decisional role is that of the negotiator**

Managers spend considerable time in negotiations. Negotiations are an integral part of the manager's task for only he or she has the authority to commit organizational resources in "red time" and the nerve-center information that important negotiations require.

Without question, the administrative / managerial duties need to be performed, and performed well; schools must operate smoothly and efficiently with proper resources provided when needed. It is time for the reassessment of the principal role. When this assessment is achieved organizational changes can be made so that both proper management and instructional leadership function in harmony. However, the central office will need to establish priorities and procedures so that management is servant to instruction, not vice versa.

Cabarro (1992: 24-25) in his discussion of the principal arrives at the following conclusion:

- **The principal as a decision maker**

The principal should be education's foremost decision-maker, problem-solver, and agent of change at the school site.

- **The principal as a site manager**

The third element is the notion that the principal is the key individual in school management. The principal continues to perform the clerical role which he or she was originally released from teaching.

- **The principal as a monitor**

A recent addition to what is considered the principal's task is that the principal is a prime mediator between educators and many constituencies.

- **The principal as creator of the learning environment**

The most recent addition to what is perceived as the principal's responsibility is the notion that the principal can somehow establish an ethos or climate of learning in the school that will facilitate opportunities for student progress.

The responsibilities of principals to their sub-ordinates are many and varied. Principals must get to know their teachers as individuals. Each teacher like the principal has needs and wants. Each has certain expectations from work, certain goals to

achieve through work and fundamental attitudes and aptitudes that influence work performance.

3.7 RESPONSIBILITIES OF THE PRINCIPAL TO SUB-ORDINATES

According to **Greer and Plunkett (2000)** for teamwork to succeed in a school, the principal must know his/her responsibilities to sub-ordinates. Some of these responsibilities are:

- Giving them the respect and trust they deserve.
- Valuing their uniqueness and individuality.
- Assigning sub-ordinates work that fits their abilities.
- Listening to their concerns.
- Treating them as they want to be treated.
- Providing them with adequate instruction and training.
- Enabling them to do and give their best.
- Encouraging them to be lifelong learners.
- Handling complaints and problems in a fair and just way.
- Safeguarding their health and welfare while they are at work.
- Praising and providing constructive criticism.
- Providing an example of proper conduct at work (**Greer and Plunkett 2000: 9-10**).

Green and Plunkett (2000: 4) sum up the role of principals as team leaders and as team facilitators. They say team leaders serve on and lead a team and team facilitators nurture one or more teams to their sub-ordinates. The principal in a school is both a team leader and a facilitator. Teams cannot function without the support of the principal. It is the principal who must facilitate in the formation of teams in the school.

3.8 LEADERSHIP THEORIES

According to **Van der Westhuizen (1999:188)** there are three leadership theories: namely.

- The theory of qualities
- The situational theory and
- The group function theory.

3.8.1 The theory of qualities

According to the theory, the leader is a particular type of person with particular capabilities and his leadership is based on putting these characteristics or competencies into practice (**Cuningham and Gephart 1973:2**). This theory has practical values because leadership involves the application of specific expertise and makes certain demands of certain leadership qualities **Swartz (in Van der Westhuizen, 1999:189)**

3.8.2 The situational theory

The point of departure in this case is that certain types of leaders or leadership are the most suitable in certain situations **Bester (in Van der Westhuizen, 1999:189)**. The situation is the most important factor, which determines who emerges as a leader, what the nature of leadership action will be and how the group will act **Swartz (in Van der Weathuizen 1999:189)**. This means for instance that, a politician would not necessarily be capable of being a leader in the defense force, or the other way round.

3.8.3 The group function theory

This theory does not make leadership something which a leader has or does not have, but is something which happens in and with a group **Swartz (in Van der Westhuizen, 1999:189)**.

These theories show how the type of a leader or leadership in a school plays an important role in determining the effectiveness of the team in the school. Leaders in schools follow either one of the theories and that help to shape the type of the leadership in the school.

3.9 COMPONENTS OF LEADERSHIP

According to **Koontz, O'Donnell and Wehrich (1977:284)** leadership may be analyzed according to three components, namely:

- the leader's personal power and authority;
- knowledge human nature, internal strength and leadership styles and
- individual abilities.

3.9.1 Power and authority

Koontz et al. (1997:284) Distinguished between power and authority.

Power implies a broad physical influence, a type of hypnotic power to influence behaviour, and they point out that it is not always the appointed manager who has this power. A person with power exerts a strong personal influence on others; an influence sometimes referred to as 'charisma'. Power is a much broader concept. It denotes the ability of individuals or groups to induce or influence the beliefs or actions of other persons or groups. Authority on the other hand is conferred upon a person by another person or persons.

3.9.2 Knowledge of human nature

Knowing all the theories pertaining motivation as incentives is one thing, but applying them and making them work is quite another. The effective leader will be able to identify the achiever the shirker, the bully, the aspirer, and be able to handle

people in a balanced way. Insight into and knowledge of the motivational theories are essential prerequisites for understanding human nature, but one has to be a 'people person' to really know people, to know how they behave and react and to know how to bring out the best in them.

3.9.3 Individual abilities

The rare ability of a true leader to inspire others is a desirable element to leadership. **Koontz et al.(1987:284)** said the following about the abilities of a leader.

“They may have the qualities of charm and appeal that give rise to loyalty, devotion, and a strong desire on the part of the followers to do what leaders want.” This is not a matter of people giving unselfish support to leaders.

3.10 LEADERSHIP STYLES

Hoy and Miskel (1987:75) discuss three types of leadership style: nomothetic idiographic and transactional styles.

In **Hoy and Miskel (1991: 45)**, refer to four leadership styles as the bureaucratic, laissez faire, informal and transactional styles.

On the other hand, **Gorton (1983: 264)** came up with three leadership styles: Democratic, Autocratic and Laissez-faire styles. This view of leadership styles is also shared by **Gauteng Education Department (2000:114)**.

3.10.1 Nomothetic/Bureaucratic styles

The Nomothetic or Bureaucratic style is characteristic of a leader who goes by the book. Subordinates are expected to conform completely to the bureaucratic ex-

pectations. The leader perceives his or her position or office as a center of authority and vigorously applies the same rules and procedure to all subordinates (**Hoy and Miskel (1987:75) and Hoy and Miskel (1991:45)**).

Gorton (1983:264) refers to the nomothetic style or bureaucratic style as the autocratic style. Autocratic - Under authoritarian leadership, the behaviour and thinking of the group are dominated by the leader. He does this by determining the roles of its members and setting the goals towards which the entire group will work.

3.10.2 Ideographic/ laissez-faire style

Hoy and Miskel (1991:45) refer to this style of leadership as that of a leader who focuses on individual needs rather than organizational requirements. The laissez-faire leader expects subordinates to work things out for themselves.

According to **Gorton (1983:265)** in the laissez-faire concept of leadership, leaders' roles are very limited. They do not take part in-group activities and do not cooperate unless requested. Under laissez-faire leadership, the group members are given complete freedom to decide what they are going to do and how they are going to do it.

3.10.3 Transactional style

A transactional leader attempts to match the appropriate blend of role and need demands with the situation. (**Hoy and Miskel (1987: 76) and Hoy and Miskel (1991: 46)**).

3.10.4 The informal style

The informal style is characteristic of a leader who is group oriented. The emphasis is either on formal group or organizational demands or on the personal needs of the individual but rather on group values and norms. **(Hoy and Miskel (1991: 46)).**

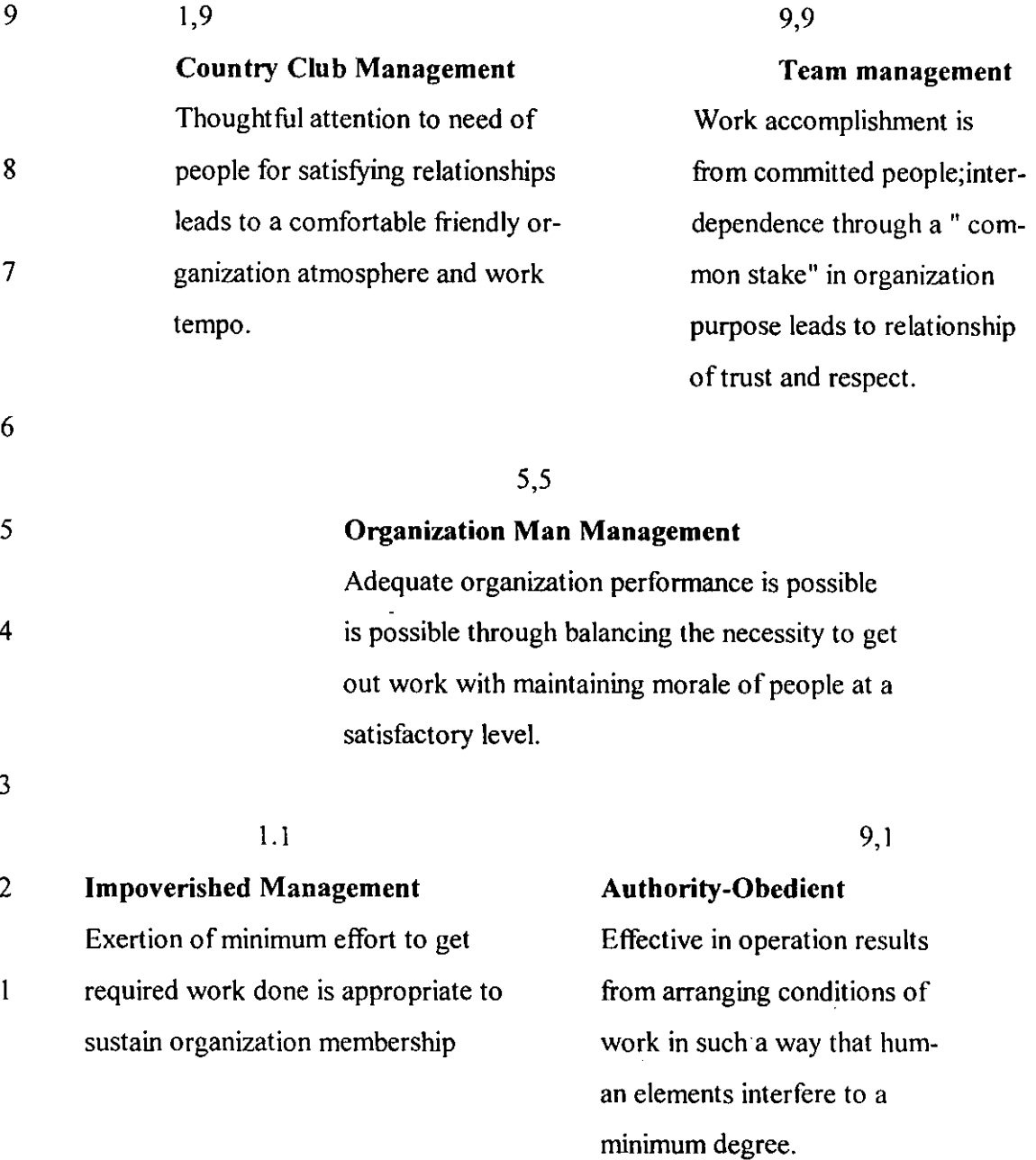
The **GDE (2000:14) and Gorton (1983:264)** refer to the informal style of a leader as a democratic style of leadership. This style is represented by a leader whose primary role is assisting a group to reach its goals. The democratic leader helps the group to achieve its objectives by giving information, suggesting alternative courses of action, and trying to stimulate self-direction on the part of all its members. In this type of relationship, the democratic leader offers both praise and criticism. He tries to influence the group but does not attempt to dominate its thinking or behaviour. The group that functions under democratic leadership decides on its own objectives and policies based on group discussion and decision.

3.11 MANAGERIAL GRID

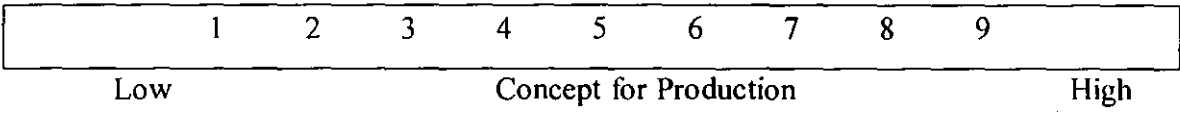
Hanson (1990: 209) refers to the managerial grid as a popular leadership-training device, which has been used in recent years. As illustrated below. This grid will receive attention to show that it has become widely popular with managers, management, and management-training programmes, which are more interested in the practicalities of the concepts of the grid than in their theoretical niceties.

Figure 1

High



Low



From the New Managerial Grid, by Robert R. Blake and Jane Srygley Mouton. Houston: Gulf Publishing Company, Copyright © 1978 page 11.

Blake and Mouton (1978: 105) averred that:

"...When a manager confronts a situation in which work is to be accomplished through people, there are indeed, ranges of alternative ways for him to go about supervising. To increase his managerial competence he needs to know them and to be able to select the best course of action for any given situation from among a number of possibilities".

A manager's style is plotted by scoring him or her from 1 to 9 on each of two dimensions (concern for people for production). The combination of scores describes managerial style.

- (1,1) Impoverished: The minimum effort exerted to get required work done is barely sufficient to sustain organization membership.
- (9,1) Task: Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree.
- (5,5) Middle-of-the-road: Adequate organizational performance is possible through balancing the necessity to get out work with while maintaining morale of staff at a satisfactory level.
- (1,9) Country Club: Thoughtful attention to the needs of people for satisfying relationships leads to a comfortable, friendly organization atmosphere and work tempo.
- (9,9) Team Approach: Work accomplishment is from committed people; interdependence through a "common stake" in organizational purpose leads to relationships of trust and respect.

Blake and Mouton feel that 9,9 pattern, the team approach, is the style likely to achieve optimum results in most organizations. Principals, as team leaders, to able manage their teams effectively, should use the 9,9 pattern of management style. This style is according to these authors the style most likely to lead to effective achievement of goals.

3.12 CONCLUSION

While the factors that influence teamworking are identified in this chapter the emphasis on personal prerequisites for leadership is believed to be important.

Based on an exhaustive review of literature, the prerequisites for effective leadership is defined by **Stogdill (in: Gorton (1983: 274))** as: "The leader is characterized by a strong drive for responsibility and task completion, vigor and persistence in pursuit of goals, venture-someness and originality in problem solving, drive to exercise initiative in social situations, self-confidence and sense of personal identity, willingness to accept consequences of decision and action, readiness to absorb interpersonal stress, a willingness to tolerate frustration and delay, ability to influence other people's behavior, a capacity to structure interaction systems to the purpose at hand".

It seems clear from Stogdill's conclusion that leadership demands a great deal from an individual. The principal therefore bears a heavy responsibility in influencing teamwork towards effective school management.

CHAPTER 4

DESIGN OF THE RESEARCH INSTRUMENT AND EMPIRICAL RESEARCH

4.1 INTRODUCTION

The researcher dealt with literature that forms the bases of the research project, that is, literature pertaining to teamwork as the strategy for effective school management. Teamwork and the factors that influence teamwork were investigated to assist and justify the research project at hand. In this chapter, the researcher outlined the procedure followed in collecting data to justify the research project mentioned above.

4.2 DESCRIPTION OF THE RESEARCH DESIGN

The research design used in this project is a qualitative approach through questionnaires and interviews. **Borg and Gall (1989:380)** quote Burgess as pointing out that this style of inquiry emphasizes participant observation and in-depth interviews that allow the researchers to learn first-hand about the social world. The researcher preferred the qualitative research method because data for the project was collected personally.

As stated earlier, the objective of this project is to investigate teamwork as a strategy for effective school management. First hand, information was required by the researcher in order to arrive at objective conclusions.

The approach adopted in this project also required a non-experimental approach to be adopted because neither the experimental nor the random assignment approach could be employed. However, it has been possible to draw samples at random, although it was not possible to assign subjects to groups and subjects assigned them-

selves to groups on the basis of characteristics rather than those in which the researcher was interested. The project could not be conducted by the use of the experimental research. Experimental research is used when it is possible to manipulate causes so as to alter the effects **Charles (1998:116)**. In this project, it was not possible to manipulate the responses of the principals, heads of departments and teachers

4.3 DESCRIPTION OF THE SAMPLES

Vockell (1983:103) states that the term "sampling" refers to strategies which enable researchers to pick a subgroup from a larger group and then use this subgroup as a basis for making judgements about the larger group. In order to use such a subgroup to make decisions about the larger group. It is essential to pay close attention to ensuring that the subgroup is as representative as possible.

On the other hand, **Charles (1998:119)** defines the term "sample" as referring to the people or things that have been selected as sources of data.

In this research project, data was collected from principals, heads of departments and teachers of schools around Mamelodi. Ten Secondary schools and ten Primary Schools were involved.

- **High Schools:**
 - ❖ Tsako-Thabo High School
 - ❖ Mamelodi High School
 - ❖ Vukani-Mawethu High School
 - ❖ Gatang Comprehensive School
 - ❖ Modiri High School
 - ❖ Phateng High School
 - ❖ J. Mahlangu High School
 - ❖ J. Kekana High School
 - ❖ Vlakfontein High School

- ❖ Lehlabile High School
- **Primary Schools**
 - ❖ Uoane Primary School
 - ❖ Refentse Primary School
 - ❖ Mangolaone Primary School
 - ❖ Dr Monare Primary School
 - ❖ Moretele Primary School
 - ❖ Sindawonye Primary School
 - ❖ Zakhele Primary School
 - ❖ Gameledi Primary School
 - ❖ Morakoma Primary School
 - ❖ Pula Difate Primary School

The project aimed at involving 60 participants. There were three participants from each school, namely the principal, a head of department and a teacher. Of the 10 High Schools 8 principals responded, 7 Hod's and 10 teachers. In the Primary Schools, 9 principals, 8 Hod's and 10 teachers responded and took part in the research programme. The sex and qualifications of the participants were not used in the selection process, as these were not relevant to the research project Age was also not taken into consideration, as it also had no relevance.

4.4 DESCRIPTION OF THE INSTRUMENT USED

According to **Charles (1988:85)** tools for historical and descriptive research include interviews guides, questionnaires, standardised tests and other measuring instruments.

Behr (1993:115) stated that “there are three data-gathering techniques, namely test interviews and questionnaires.” For the purpose of this research, the researcher used the interview and questionnaires as instruments for gathering information as stated above.

4.5. TYPES OF INTERVIEWS

Grebenik and Moser (1962:16) see the alternative types of interviews as ranged somewhere on what they call a 'continuum of formality'. At one extreme is the completely formalised interview where the interviewer behaves as much like a machine as possible. At the other end is the completely informal interview in which individual respondents determine the shape. The more standardised the interview, the easier it is to aggregate and quantify the results.

Cohen and Marion (1992:307) also share this view of the formal and informal interviews.

Behr (1993:145) refers to the formal and informal interviews as structured and unstructured interviews.

4.5.1 Structured interviews

A structured interview or standardised interview is one in which the procedure to be followed is determined in advance. An interview schedule is prepared in which the pattern to be followed, the wording of questions and instructions and the method of coding or categorising the answers are detailed.

4.5.2 Unstructured interviews

In the unstructured interview the series of questions to be posed are also prepared before hand, but the interviewer is permitted to use his/her discretion and to depart from the set questions as well as their order of presentation as the situation demands (Behr 1993:145-146).

The researcher preferred to use both the structured and the unstructured interviews, as it was deemed necessary to get as much data as possible from the interviews to illustrate the research project.

4.6 QUESTIONNAIRES

The questionnaire is a document normally distributed through the post to be filled in or responded to by the respondents themselves in their own time. The respondents under the supervision of the investigator complete the questionnaires (Behr 1983:150). The researcher hand delivered the questionnaires and supervised the respondents while they were completing them. Two types of questionnaires were prepared, one for the principal and the second for the heads of departments and teachers. Interview questions were prepared for all participants. (See appendices A, B and C respectively).

The questionnaire contained questions based on the attitude of the principal effective team building, 10 questions were given. The higher the number, the more the characteristic describe the participant (See Appendix A).

4.7 METHOD OF ADMINISTERING QUESTIONNAIRES AND INTERVIEWS

A number of possibilities exist for the actual administration of questionnaires. The respondents may be left to respond on their own or the responses may be delivered in a face-to-face situation. It is also possible to conduct interviews telephonically.

4.7.1 Face to face situation

The questionnaires and interviews were conducted face-to-face. It was easy to conduct the research as it was done in schools in Mamelodi where the researcher resides. The researcher knew all the participants who participated in the research programme. The participants filled in their responses to the questions in the presence of the researcher. They immediately handed back their responses to the researcher. In many instances the participants elaborated verbally on the questionnaires. It was very interesting to conduct this research as it stimulated discussions around teamwork in schools.

4.7.2 Telephonic interviews

Telephonic interviews were conducted in this project only to the extent of making appointments to visit participants at their various work places. Interviews based on the research project were thus not conducted telephonically.

4.7.3 Duration of questionnaires and interviews

The researcher allocated each participant 30 minutes for both the filling of questionnaires and the face-to-face interviews. In practice the time differed from one participant to the other and it eventually took about 40 minutes per participant. The total time used for questionnaires and interviews was calculated to have been ± 25 hours.

4.7.4 Conducting the interviews

- The researcher visited schools where appointments had been made.
- The researcher listened to responses and avoided interjections, except where essential to clarify a point.
- The researcher controlled the situation and the interviewee did not digress from the main topic.
- Questions were phrased simply and were put one at a time.
- This process was successful, as the participants were free and willing to give the information that was needed.

4.8 RECORDING DATA

The researcher kept a record of the responses of the interviewees to the questionnaires

4.9 SUMMARY OF DATA COLLECTED

Figure 2

INSTRUMENT	PRINCIPALS		Hod's		TEACHERS	
	Primary	Secondary	Primary	Secondary	Primary	Secondary
Questionnaires	9	8	8	7	10	10
Interviews	9	8	8	7	10	10
TOTAL	17		15		20	

85 % of principals responded to the research project. 15 % declined to be part of the research project. 87,5% of Hod's and teachers responded positively to being part of the project whereas 12,5 % declined. In total 52 people participated. The time spent on the entire project of questionnaires and interviews was estimated at 25 hours.

4.12 CONCLUSION

The data collected from questionnaires and interviews indicated that teachers generally were aware that teamwork was an effective strategy and that individual teaching was not to be encouraged. The school management teams, that is, principals, deputy principals and Hod's also agreed that there was a need for teamwork in schools and that supervision and follow-up on team activities was essential. On the question of teachers who have a less favourable attitude towards teamwork, the researcher realized that they could nevertheless belong to teams and be effective as all teachers agreed in the face-to-face interview that teamwork was necessary for the effective management of the school.

CHAPTER 5

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

The success of an institution depends largely on effective management. Managers cannot however achieve effective management alone but should seek assistance from members of their staff. Managers had to structure activities in such a way that everyone know his/her job description. Activities to be performed in a school should be broken up into smaller, manageable units. The staff needs to be divided according to their capability, potentials and skills for particular sections of the work.

5.2 FINDINGS

The aim of this research was to investigate whether teamwork is a viable strategy for effective school management. The results or findings of the interviews and questionnaire are as follows:

It was found that amongst many factors that influence the effective management of schools the following played a major roles:

- Commitment.
- Attitude towards teamwork.
- Support by principals and school management teams.

5.2.1 Responses of principals to the questionnaires

The survey showed that 60% of the principals were supportive of the teams that they had established at their schools. Their attitude towards the teams were positive and showed that their schools depended heavily on the teamwork of all staff members to achieve their goals. The other 40% of the survey showed, principals had a negative attitude towards teamwork at their school.

5.2.2 Responses of principals to face-to-face interview

While the principals were being interviewed, face-to-face by the researcher something very interesting emerged. The principals who responded very positively in support of teamwork, namely the 60% responded very similarly to the other 40% of principals who the survey showed, had a negative attitude towards teamwork. These principals indicated that although they had teams at their various schools, there was no full cooperation amongst the members of the teams. This was the main factor that made it difficult for their schools to be managed effectively. It was revealed that principals were out of control in the effective management of their schools. When asked about measures to be taken concerning teachers, who were not co-operative, principals indicated reluctance to act as the teachers were aware that the education authorities could do nothing to them, whether they were reported or not. If these cases were reported, they took very long to be attended to by the education authorities.

5.2.3 Responses of Hod's to questionnaires

The survey showed that 50% of Hod's supported the teamwork at their schools and saw teamwork as the only solution for effective school management. Their attitude was positive on the teamwork at their various schools. The other 50% of Hod's showed a negative attitude towards teamwork at their schools.

5.2.4 Responses of Hod's is to the face-to-face interviews

The results of face-to-face interviews by the researcher with respondents showed that 50% of Hod's were directly in contact with the teachers on a daily basis in a support capacity. The interviews showed that Hod's enjoyed working on teams and in most cases the Hod's were leaders of the teams and had established sub-teams in their various departments. The 50% that showed a negative attitude towards teams in their responses to interviews it appeared they lacked support from their principals and it was difficult for them to work in teams with the teachers. Some said they were actually working as teachers and not as Hod's and that affected the effective management of their schools.

5.2.5 Responses of teachers to questionnaires

According to the survey, 55% of the teachers' attitude towards teamwork was positive. They saw teamwork as a vehicle towards effective management of the schools. The remaining 45% of teachers manifested a negative attitude towards teamwork.

5.2.6 Responses of teachers to face- to- face interviews

It emerged from the face-to-face interviews that teachers on the whole supported teamwork even including the 45% of teachers who had a less positive attitude towards teamwork. Teachers find it easier to work as a team than to work as individuals. Teachers emphasized the need for support from principals and Hod's to facilitate teamwork. Teachers wished that there could be constant monitoring of teams by the school management teams and felt that that would improve the effective management of schools.

5.3 DATA COMPARISON

From the data collected the researcher found that principals in primary schools did not find it difficult to establish teams in their schools. Primary school teachers were keener to belong to teams, participate in teamwork, and they saw teamwork as a strategy to effective school management. Principals in the secondary schools, in turn, accept that teamwork could contribute towards effective management in schools but they lacked the support and full commitment from the teachers to participate in the teams and support from the education department.

Both the Hod's of primary and secondary schools saw teamwork as a strategy towards effective management of schools. It is perhaps because of the position they occupy at schools that they find themselves as leaders of teams and as such enjoy the support of the teachers in the teams. Teachers in the primary and secondary school supported teamwork in the face-to-face interviews. This shows that teachers, despite the resistance of some to the schools managers to support teamwork, nevertheless felt that teamwork was effective in strengthening management. Teamwork was thus, seen as a strategy towards effective school management.

5.4 SUMMARY OF FINDINGS

Chapter 1 dealt with the introduction of the research topic that is, "Teamwork as a strategy for effective school management". It sketched the background of the research topic; the aim of the research; it clarified the concepts in the research topic; it indicated the demarcation of the research; it outlined the plan of the research and provided a conclusion that summed up the purpose of the research.

Chapter 2 provided the literature review of the concept of team and or group. These terms form the basis of the research topic. The literature study into these terms helped the researcher to arrive at conclusions in the findings of the research.

This chapter also investigated how teams and or groups are formed and how they influence effective school management

Chapter 3 is a continuation of the literature study. It focused on the factors that influence teamwork in schools. The principal, as a leader of the school, is seen as a factor that influences teams to perform. This chapter examined the role played by the principal as well as the type of a manager he/she is. The principal's attitude and management style the researcher found an influence on the effective management of the school.

Chapter 4 dealt with the design of the research and the procedure followed when conducting this research. It dealt with instruments used when conducting this research; how data was collected; the findings arrived at from data collected from interviews and questionnaires.

Chapter 5 provides a summary of the whole research project. It also provides the recommendations arrived at from the findings of the research project. It supplies recommendations for further topics of research related to this topic. This summary also provides conclusions to the research project.

5.5 RECOMMENDATIONS

The researcher would like to recommend the following types of teams, which may contribute, to the improvement of teamwork at schools:

5.5.1 The school management teams (SMT)

School management teams exist in schools. They are the top management of the school. The findings of this research showed that some teachers indicated that they lacked support from their principals and or the heads of departments. It is there-

fore recommended that the members of the SMT's should be offered courses in team building. The courses should be organized by the Education Department in order to empower these managers. Managers should also receive training in the different management skills. It has to be noted that some managers were appointed in SMT positions but had never received any management training.

The programme of training these managers should take place during school holidays. The programme should take approximately 20 days, which can be divided, into 2 weeks per school semester. The courses should be compulsory and at the end of the course, certificates of attendance should be awarded. These courses should be conducted bi-annually and each time certificates of attendance should be awarded. Running these courses will help SMT's to remain current as management is not static, there are developments in education and changes in the management of education.

5.5.2 The curriculum task team

The task of the curriculum task team is designated as designing the curriculum and deciding how to implement it. All stakeholders should be involved to determine the needs of the community. Principals with their SMT should be part of the curriculum team. They should firstly plan on their own and then share their ideas with other members of the team. Curriculum task teams do exist in schools only in name, particularly in the formerly disadvantaged schools. This affects the effective management of the school.

The researcher recommends that it should come as a directive from the Education Department that all principals should established curriculum task teams at their schools. The members of the curriculum task team should be trained or given courses based on curriculum matters. These courses should not be attended in the afternoons when teachers are tired from their normal routine work but should be

organized during school holidays. The training should be for approximately 20 days, divided into 2 weeks per school semester. The courses should be compulsory. After training certificates of attendance should be awarded.

5.5.3 The school development team

School development teams do exist in schools. They devise plans to develop the staff. It is worth mentioning that teachers received training only once and thereafter they are confronted with the practical problems of teaching. These teams are there to see to it that teachers are continuously upgraded in the developments in education.

The researcher, when investigating teams discovered that these teams are not functional in schools. It is therefore recommended that the principals should initiate school development teams. Training should be given as indicated above for the curriculum and SMT teams.

5.5.4 Subject teams

Subject teams are established in schools. In most school, they are functional but the research showed that there were instances where some members of the staff did not want to belong to subject teams.

The researcher recommends that, all teachers in the school should be members of teams in subject that they offer. Assignments and tests for particular grades should be consistent throughout the entire school. Working towards this goal will encourage teachers to belong to subject teams. It should be compulsory for all teachers together to plan the year plan for common subjects. Teachers should be encouraged to be members of subject teams and the SMT's should constantly monitor their work and the progress made in the syllabus.

5.5.5 School subject cluster teams

Subject cluster teams are formed by different schools to achieve a common goal namely, completion of portfolios. The Education Department encourages schools to cluster when handling certain aspect of the syllabus. These cluster teams have been working well in Mamelodi schools and this it is hoped will bring an improvement in results.

These teams operate in schools in the same locality. The researcher recommends that the subject clusters should be extended to schools in the neighbouring communities such as Silverton, Oosmoot, and Eersterus. By including more schools the capacity of the educators should increase, as they will be sharing different ideas on and experiences in the subject from different perspectives.

5.5.6 The school governing body (SGB)

School governing bodies need to be given the credit they deserve. The SGB's comprises of parents, who are in the majority, the teachers and the students in the case of the secondary schools. Such a body helps to run the school effectively. From the researcher point of view members of this body need training as the body has functions that are concerned with jurisdiction matters.

The researcher recommends that the ongoing courses offered by the Education Department be reviewed. The Department of Education should train the school development team on the duties and functions of the SGB and everything that goes with the SGB. These school development teams should be responsible for training and developing the SGB. The education Department should provide the school management teams with the necessary material to execute this service. If the SGB's can be enlightened concerning their duties and functions the school will be managed more effectively.

5.6 OTHER TEAMS THAT CAN BE FORMED ARE:

- Sports team
- Financial team
- Cultural team
- Text books team
- Supervision team
- Music team
- Portfolio teams

In all these teams, the teachers are involved and this brings the concept of the whole school management into position.

The researcher recommends that as these teams play a part in the effective management of the school, they should be constantly monitored. The principal should delegate some of the monitoring work to the SMT members. It was also found during the research that Hod's are actually leaders in the teams, and the assisted in bringing about effective management of the school.

5.7 CRITICISMS OF THE RESEARCH PROJECT

The researcher aimed at conducting the research at 20 schools, 25 schools responded positively. There were supposed to be 60 participants in the research programme, but only fifty-two participants responded. The researcher underestimated the time allocated for the collecting of data of questionnaires and interviews. Thirty hours were allocated for the project, but it took the researcher 55 hours to complete the project. Apart from these problems, the research went well and the support given to the research was overwhelming.

5.8 SUGGESTIONS FOR FURTHER RESEARCH

Areas in which it would appear that the role of teamwork in ensuring effective management could benefit have been identified through this investigation.

It would appear as if a comparison between schools where teamwork is functioning efficiently and schools where teamwork is not a high priority could clearly identify to what extent teamwork brings about efficient management. Research in this aspect could prove useful.

Another area, which could benefit from research, is the area of actual training of managers, teachers and governing bodies in the implementation of teams and the success of such training. It is felt that principals are in dire need of training in managerial skills. The need for proper training facilities should receive urgent research.

5.9 CONCLUSION

In the recommendations, the researcher emphasized training and development of teachers in various teams. Teachers need incentives to attend courses. The awarding of certificates of attendance to courses is very important as it raises the morale of teachers. Supervision, monitoring and control go hand in hand with teamwork. Teams need to be taken care of as it through teamwork that schools can be managed effectively to bring about better results.

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ATTITUDES OF EFFECTIVE TEAM BUILDER

The following attitudes support team building. This scale will help identify your strengths, and determine areas where improvement would be beneficial. Circle the number that best reflects where our fall on the scale. The higher the number, the more the characteristics describes you. When you have finished, total the numbers circled in the space provided.

- 1. When I select employees I choose those who can meet the job requirements and work well with others 7 6 5 4 3 2 1

- 2. I give employees a sense of ownership by including them in goal setting, problem solving and productivity improvement activities 7 6 5 4 3 2 1

- 3. I try to provide team spirit by encouraging people to work together and to support one another in activities that are related 7 6 5 4 3 2 1

- 4. I talk with people openly and honestly and encourage the same kind of communication in return 7 6 5 4 3 2 1

- 5. I keep agreements with my people because their trust is essential to my leadership. 7 6 5 4 3 2 1

- 6. I help team members get to know each other so they can learn trust, respect and appreciate individual talent and ability. 7 6 5 4 3 2 1

- 7. I ensure that employees have the required training to

do their job and know how it is to be applied. 7 6 5 4 3 2 1

8. I understand that conflict within groups is normal, but work to resolve it quickly and fairly before it can become destructive. 7 6 5 4 3 2 1

9. I believe people will perform as a team when they know what is expected, and what benefits will accrue. 7 6 5 4 3 2 1

10. I am willing to replace members who can not or will not meet reasonable standards after appropriate coaching. 7 6 5 4 3 2 1

A score between 60 and 70 indicate a positive attitude toward people and the type of attitude needed to build and maintain a strong team. A score between 40 and 59 acceptable and with reasonable effort, team building should be possible for you. If you score below 40, you need carefully examine your attitude in light of current management.

QUESTIONNAIRE FOR HOD'S AND TEACHERS APPENDIX B

The following attitude support team building. This scale will help identify your strengths, and determine areas where improvement would be benefited. Circle the number that best reflects where you fall on the scale. The higher the scale, the higher the number the more the characteristic describes you. When you have finished, total numbers circled in the space provided.

1. I like to be a member of a team whose members work well with others 7 6 5 4 3 2 1
2. I like to work in a team that allows members to contribute freely and openly 7 6 5 4 3 2 1
3. I try to provide team spirit by encouraging members of a team to complete task at given times 7 6 5 4 3 2 1
4. I talk with members of the team openly and honestly 7 6 5 4 3 2 1
5. I trust members of the team and I want them to trust me 7 6 5 4 3 2 1
6. I respect the opinions of members of the team. 7 6 5 4 3 2 1
7. Encourage members of the team to attend courses 7 6 5 4 3 2 1
8. I do not like conflict if it is there I participate in resolving it 7 6 5 4 3 2 1

9. I like members of the team to be goal orientated 7 6 5 4 3 2 1
10. I am willing to go an extra mile in helping the
team to achieve its objectives. 7 6 5 4 3 2 1

QUESTIONS FOR THE INTERVIEWS

APPENDIX C

Principals, HOD's and teachers should respond to these questions. Principals will respond to questions 1 to question 9. Hod's and teachers should respond to all questions.

Answer by YES or NO. To some questions you may elaborate to give clarity to your answer.

- | | | | |
|-----|--|-------|----|
| 1.a | Does your school have teams/groups | YES | NO |
| 1.b | Mention teams that exist at your school | ----- | |
| | | ----- | |
| | | ----- | |
| | | ----- | |
| | | ----- | |
| | | ----- | |
| | | ----- | |
| | | ----- | |
| | | ----- | |
| 1.c | Mention teams that are functional at your school | ----- | |
| | | ----- | |
| | | ----- | |
| 1.d | Mention teams that are not functional at your school | ----- | |
| | | ----- | |
| | | ----- | |
| | Why? | | |
| 2. | Is it necessary to work in teams | YES | NO |
| 3. | Who establishes teams at your school? | ----- | |
| | Why? | | |
| 4. | Are teams elected democratically at your school? | YES | NO |
| 5. | Are you a leader in one of the teams at your school? | YES | NO |

	Why?		
6.a	Are Hod's members of teams in your school?	YES	NO
	Why?		
6b.	Are Hod's team leaders in your school?	YES	NO
	Why?		
7	Do you hold team meetings at your school?	YES	NO
	Why?		
8.	Who chairs the team meetings?	-----	
	Why?		
9.	Does your team keep minutes of meetings?	YES	NO
	Why?		
10.a	Is your principal a member of a team at your school?		
		YES	NO
10.b	Would you like to belong to a team with the principal?		
		YES	NO
	Why?		
10.c	Does the principal give teams support?	YES	NO
	Why?		
10.d	Can you nominate your principal to be a member of your team?	YES	NO

APPENDIX D

HAND DELIVERED

P.O.Box79013

P.O. Rethabile

0122

The District director

Tswane D4

Pretoria

Sir

RE: PERMISSION TO CONDUCT RESEARCH AT MAMELODI SCHOOLS

I hereby wish to be granted permission to conduct research at selected 10 High Schools and 10 Primary Schools in Mamelodi during the months of September and or October 2001.

The research is on "Teamwork as a strategy for effective school management."

I will personally conduct the research that will involve the principal, the Head of Department and a teacher.

Arrangements have already been made with the involved schools and I humbly await your positive response to this request.

Thanking you in anticipation.

Schlabane NL

A handwritten signature in black ink, consisting of a series of loops and a long horizontal stroke extending to the left.