THE EFFICACY OF EFFECTIVE TEAMWORK MODEL IN EDUCATION LEADERSHIP: A CASE OF RURAL SECONDARY SCHOOLS IN KWAZULU NATAL PROVINCE

by

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SUPERVISOR: PROF J. NYONI

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I David MICHAEL YAW OWUSU (Student Number: 50801163) the author of the dissertation whose title appears hitherto has obtained permission and approval for the research whose narrative is detailed in this work. I, the author, declare that I have observed and complied with the ethical standards required in line with the University of South Africa's code of ethics for researchers and the policy guidelines for responsible research.

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Mr MICHAEL YAW OWUSU

Date: 07 March 2024

DEDICATION

First and foremost, I dedicate this work to the Almighty God, for His immense Grace upon my life in aiding, guiding, guarding, protecting, bestowing me with the required energy and skills and strengthening me throughout this tortuous and sinuous journey. Jesus, I thank you too for I owe it all to you.

Secondly, I dedicate this work to my wife, Mrs Patricia Asare Owusu, who gave me unfailing care, love and support throughout my studies.

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ETHICAL CLEARANCE CERTIFICATE

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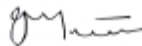Telephone: +27 12 429 3111 Facsimile: +27 12 429 4150
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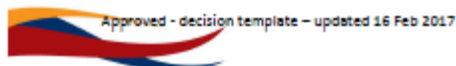
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ACRONYMS AND DEFINITIONS

Acronym	Definitions
AGM	Annual General Meeting
ANA	Annual National Assessment
ATP	Annual Teaching Plan
DH	Departmental Head
DP	Deputy Principal
SASA	South African Schools Act
SBM	School-Based Management
SGB	School Governing Body
SMT	School Management Team

SMART   Specific Measurable Achievable Relevant Time-based

UNESCO   United Nations Scientific and Cultural Organisation

TABLES

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ABSTRACT

This study was entitled: "The Efficacy of Effective Teamwork Model in Education Leadership: A Case Study of Rural Secondary Schools in Kwazulu- Natal Province". Leadership styles and teamwork the 21st century due to global changes warrant a shift toward a reformation. This study aimed to investigate how school leadership has been effective in achieving educational goals for quality teaching and learning in rural secondary schools in the KwaZulu-Natal province. The study sought to explore how the most suitable leadership style of the principal could be used in team building and teamwork in achieving educational goals in KwaZulu Natal. The literature study explores existing theories, policies, programmes, management, and leadership styles of principals vis-à-vis teamwork and team building in consummating quality teaching and learning. The theoretical frameworks that informed this study were the 10 emerging leadership styles. These frameworks emerging from the review of literature, provided an expressive perspective for the interpretation of data and recommendations in the final chapter of the study. The study utilised a qualitative methodology approach with a case study shrouded in phenomenological research design. This was deemed appropriate as data was collected through the medium of semi-structured individual interviews and observation with 24 participants and data was analysed using content analysis. The findings that were revealed were interpreted and discussed considering the literature reviewed and existing analogous fields of study. The study found that teamwork policy only exists in rural secondary schools by inference and practice as educators and principals make utilisation of other departmental policy documents that make a mere mention of teamwork. The study recommends that comprehensive knowledge concerning the phenomenon of teamwork and leadership styles of the principal should be compiled into a national policy and practice, which should be considered vital for all secondary schools with greater emphasis on rural secondary schools in South Africa.

KEYWORDS: teamwork, leadership styles, efficacy, effectiveness, rural secondary school.

CHAPTER ONE: CONCEPTUAL AND CONTEXTUAL FOUNDATIONS OF THE STUDY

1.1. INTRODUCTION

Changes in school leadership besides management have reached an intense stage, particularly in the eyes of the global dialogue pushing for drastic reformation. The debate had reached a crescendo right at the threshold of the 21st century. The discussion has been relentless and undeniably vigorous as principals are caught in the middle of this saga about finding the right balance in leadership and management to achieve educational goals (Botha, 2011).

A study conducted by Smith (2019) discovered that the function of the principal remains dual besides multifaceted. Consequently, the principal is caught in the plethora of responsibilities as he or she transacts what is on his or her counter which comprises assisting and endowing educators, creating a formidable force or team to consummate the educational goals, working with diverse stages of administration to guarantee the successful operation of the school, safeguarding decent connections amongst the school and the public, administration of school funds, besides supervision of the regular functions within the school.

Meanwhile, it is of great importance to consider as opposed to an old-style, hierarchical, and more autocratic style of leadership which has fallen in disapproval to a new focus networked teamwork leadership style which is emerging in full force in the 21st century (Styen & Van Niekerk, 2012). Bush (2003) posits that in South Africa, teamwork in schools increased in eminence because of the changes to the curriculum since 1994 as school leadership and management tilted towards school-based supervision in schools. The heart of this study is the exploration of the quality of working together in teams and groups Vis-a-Vis the leadership style of the principal in achieving educational goals. Similarly, Literature has proven that there was a traditional assumption that only top leaders and managers possessed the requisite proficiency in decision-making and that the role of other staff members in the school was simply implementation. Sousa (2003) argued that recently, there has been a total shift from dictatorial prototypes of decision-making in the direction of a more mutual view of the role relationships of the principals and workforce.

The basis of this study stems from the fact that school principals must lead and supervise schools which remain continuously changing in terms, of learners, curriculum, educators, communities, and socio-economic demographics. The phenomenon places the principals in awkward positions as they endeavour to profile the path and progress of the school. Moloi (2007) pointed out that the principal must ensure that quality schooling is ongoing; members of staff should be empowered and advanced and collaborate with the public to administer the school successfully. Drysdale, Guur, Jacob and Merchant (2014) claim that knowledgeable principals do not only need vital teams to work but also the style of leadership as well as the conception of sustainability in achieving either long-term goals or medium-term aims. They further explained that principals warrant a lengthy time of engagement to bring optimistic transformation in a school with the help of all stakeholders. Thus, school headship and administration remain mutually and chiefly concerned with instruction and scholarship processes to guarantee that educational goals are accomplished efficiently and expertly to the benefit of all learners and stakeholders.

1.2.   BACKGROUND TO THE STUDY

Today, there is an extensively acknowledged conceptualisation that leadership in a school situation is a communal progression irrespective of the dissimilar theories of leadership, instead of the single procedure which perceives the leader as the entire influencer of others. The institution of shared stimulus development in leadership and, management studies has resulted in a pattern modification in educational leadership comprehension. Thus, leadership philosophies that meticulously connect with this impression are known as transformational leadership. Transformational leadership focus on bottom-up approaches to managing any institution (Hallinger, 2003). Vela (2005) brings to the fore that the role of the modern 21st-century principal has witnessed a dramatic transformation, laden and cryptic in the past ten years. The principal's role remains in a state of transition, from the principal being an instructional leader, contingency, laissez-faire, transactional, and multifaceted to the most recent role of a transformational and shared leader.

According to Smith (2016), the leadership elegance of the principal plays an essential part in the running of all facets of school leadership and management including team building. As countries tussle to transform their learning organizations to prepare all

young people with the knowledge and abilities requisite to survive in swiftly shifting societies, the roles besides expectancies for school leaders have changed rapidly. School principals are no longer expected to be merely good managers but leaders of schools as learning organisations. Effective school leadership is regarded as connecting to effective team building in connection to the leadership style which remains critical to large-scale schooling reorganisation and enhanced learning consequences (Rapporteur, Moorman & Nusche, 2007). Pont, Nusche and Moorman (2008) also suggest that policymakers must acclimatise school leadership policy to fresh surroundings by dealing with the chief challenges in education leadership which have surfaced and come to the fore a couple of years back. This study postures the significance of a new paradigm in the education leadership style of the principal which includes formidable team building in achieving educational outcomes or goals.

Agreeing with an investigation carried out on the leadership merits of school principals as well as their leadership styles in achieving educational goals in China, Malaysia and India, an educational establishment can be debauched or sustain the status quo or increase to eminence, with a modification of principal's leadership style provided it is shrouded in building the most effective team (Shaman Hechuman & Kannan, 2012). Smith (2019) asserts that in South Africa not all schools and learners are performing poorly which may not warrant a change in the status quo concerning the leadership style of the principal. Some schools also perform exceptionally and excellently well which is attributed to inter alia, decent institute leadership and management, a vigorous school macroclimate through team building, expertise of staff memberships, and respectable time administration.

Researchers have always perceived the educational leader as the one burdened with the responsibility of effectively executing tasks at a school and promoting real teaching and learning. Consequently, the educational leader establishes sound relationships with staff, students and parentage through inspiration, communication, and conflict-handling skills exhibition (Deventer, Alava, Challens, Conley, Kruger A, Mentz, Prinsloo, Van der Bijl, Vane der Merwe, Van der Vyver & Van Wyk, 2016). Ryan (2014) argues that education leaders ought to deploy their leadership skills in tandem with their leadership styles and power to ensure successful task execution. Though the above argument is true in its context, there is also the need to create an effective teamwork culture and a conducive school ambience where staff members' actions are

directed by the principal's leadership style towards good human relations, where people are content and practise a profound sense of job satisfaction.

According to Sterling and Davidoff (2005), many challenges bedevil the 21st-century principal globally as principals must deal with peripheral and inner pressures from communities and parents, governmental officials, learners, and staff. Leadership styles and teamwork have not been explored in detail by researchers. Many challenges in the situation of South African schools are present such as the paucity of long-term- or inspirational vision, the lack of assertiveness of school leaderships, the autocratic nature of school principals, the dearth of competency of staff in leadership positions, the overt frustration of staff members about bureaucratic procedures and principals who do not involve staff members in any discussion and decision-making processes (Sterling & Davidoff, 2000). More specifically, the challenge we face in education leadership is the connection between the leadership style of the principal as well as the building of an effective winning team in realising educational aims. Morrison in Covey (1998) believes that effective leadership is understanding that one collaborates with people and there is the need to understand the people by actively involving them through responsiveness, vigorous listening, and communication through effective responses. Marishane and Botha (2011) posit that we are living in an epoch of enormous revolution and schools in our generation are no exception to the development. The debate is further deepened by Botha (2013) who believes that towards the turn of the 21st century global change has warranted that school leadership and management within that context be motivated to shift toward a reformation geared towards the achievement of educational goals. The crust of the issue is the active leadership role offered by the principal in utilising effective teamwork to facilitate the teaching and learning goals of the school (Akir, 2006).

Studies continue to demonstrate that there is a cry for the leadership style of the principal to team-focused used on the modern era if the consummation of academic goals is anything to go by (Lewis, 2006). Thus, schools are progressively called upon to forge partnerships with all stakeholders through a string team-building approach and other sectors of the community. For this motivation, there is encouragement for the formation of strong school-community relations, expedited through a linkage of sustenance and teamwork with community organisations and alliances (Molloy,

Flemming, Rodrigues et al., 1995; Mastro & Jalloh, 2005; McKoy, Vincent & Bierbaum, 2011).

1.3.   RATIONALE OF THE STUDY

Maxwell (2007) postulates that the frontrunner's approach concerning teamwork is of prime significance to the success of the entire operation and the existence of the school. Maxwell (2008) further argues that there are still leaders who feel endangered by their subordinates and consequently prefer to work alone since they are unsure of their position as leaders. They blatantly refuse to accept that they cannot succeed alone. Moreover, some leaders just do not possess the precise disposition for the teamwork methodology. Donaldson and Sanderson (1996), argue that there are undeviating advantages for both learners besides educators as well as the principal functioning in teams together as teamwork remains indispensable to constructing a proficient culture in schools.

Having taught in a rural secondary school since 2011, I have witnessed the change of leadership from one principal to another with its concomitants conflicts due to the change in leadership. As an educator, I have been exposed to divisive tendencies in the leadership of the few schools I have been privileged to work with and how principals face the arduous task of leading their schools without paying due attention to teamwork but concentrating on their leadership styles. Moreover, during my data gathering stage for my master's degree, I witnessed a sharp division in the management of many rural schools between the principal and the staff which had detrimental consequences to the realisation of education goals which is effective teaching and learning. The above served as my motivation to commence the investigation to explore the leadership styles of school principals, vis-à-vis teamwork in achieving educational goals. My eagerness to understand the dichotomy between principals and the staff equally set me on the path of this research. The greatest problem that I observed during my master's studies was that most principals have a great paucity concerning the requisite knowledge of leadership and management styles and the need for greater collaboration with their staff in achieving educational goals. To aggravate the situation the Department of Basis Education has offered little or no support in orientating the principals on the importance of leadership styles and teamwork in their schools.

1.4. STATEMENT OF THE PROBLEM

Literature suggests that massive volumes of literature have been written on educational leadership (Bell, 2006). A study by Zvaandasara (2016) revealed that the leadership styles of many principals have contributed to South Africa's schooling catastrophe the general unsuccessfulness of the school structure is consequential in appalling educational outcomes and non-consummation of most educational goals. Moreover, present-day leadership globally is premised on erstwhile autocratic and totalitarian tendencies in contrast to the model of being a service which brings others on board (Rush, 2002). Leadership styles ought to incorporate a willingness to involve staff members. The tendency to dictate to a group and the unyielding quest for noticeably defined career goals have assumed a certain posture in Western culture which have gradually crept into the leadership fibre of Africa (Mestry, 2017). Steyn and Van Niekerk (2013) posited that few leaders seek to serve followers, whereas it should be the single-minded task of educational leaders to lead educators collectively towards serving the needs of learners.

Empirical studies have shown that in most schools in South Africa, the assumption was that decision-making was the unique preserve of the principal, and that little attention was paid to the staff whose role was simply to implement such decisions (Steyn, 2001). Meanwhile, Sousa (2003) argues that in recent times, conversely, there had been a shift from controlling prototypes of leadership styles in terms of choice-making towards a more reciprocal understanding of the role connections amongst school principals as well as the workforce. Meanwhile, the opposite was what prevailed in most rural schools in KwaZulu Nata province of South Africa which was the hotspot of divisive tendencies in school management and administration due to leadership styles of the principals. School climates had become toxic with entrenched divisive tendencies among staff (Goleman, 2008). In the worst scenario, tempers had boiled to untameable degrees sandwiched between the principal and the school management team or the staff which had equally adversely affected learners and the achievement of educational goals. Staff are now regarded as a capable team that should be involved in the decision-making process of the school (Steyn & Van Niekerk, 2013). Where leadership is shared through teamwork, the team is valued and organisations in which teamwork thrives can be more effective than organisations which are subjugated by a single individual Byerene (2016).

1.5   PURPOSE STATEMENT

This study was to show how the leadership styles of rural secondary school principals had been effective in achieving educational goals in terms of quality instruction and scholarship. Thus, I wanted to know how efficacious teamwork in educational leadership can consummate educational goals in quality teaching and learning.

In the light of the aforementioned information, I would like to pose the research question for this proposal as follows:

(1) What are the practical experiences of school leadership on the implementation of teamwork policy in advancing quality teaching and learning?

The main question warrants and necessitates the formation of sub-questions herewith tabulated below:

(1) What are the views of school leadership on teamwork policy?

(2) What are the roles of the school principal in teamwork policy?

(3) What is the meaning of teamwork?

(4) What are the roles of educators in implementing teamwork policy?

(5) What are the characteristics of an effective teamwork?

(6) How are leadership styles practised by the principals in teamwork efficiently and effectively?

(7) What are the benefits of teamwork in achieving educational goals?

1.6.   AIMS AND OBJECTIVES

The main aim of this investigation is to explore how the most suitable leadership style of the principal in a rural secondary school can be used in team building and teamwork in achieving educational goals in Kwazulu-Natal. For the consummation of the above aim, the ensuing objectives are proposed:

❖ To establish the importance of teamwork in rural schools
❖ To establish the meaning of teamwork

- ❖ Examine the roles of principals in teamwork.
- ❖ Explore the roles of educators in teamwork.
- ❖ To determine the characteristics of an effective team
- ❖ To establish the benefits of teamwork in achieving educational goals.
- ❖ Determine how leadership styles are practised by the principals in efficient and effective teamwork.

1.7.   SIGNIFICANCE OF THE STUDY.

The implication of this proposed research lies in the fact that it would serve as a revelation to both principals and educators alike on the essence of teamwork and team building. More especially, the study could aid young and inexperienced principals who assume leadership positions with an autocratic mindset and leadership styles that only lead to unending conflicts and untold difficulties in school management and leadership. The study could also demonstrate the importance of stakeholder involvement in efficient school leadership and management. The study could help chart a new change in basic assumptions from school leadership styles that have existed alone to more integrated styles that are premised on team building and teamwork in achieving educational goals. Moreover, the recommendations from the empirical findings can promote an improvement in school leadership and management in rural schools in the south which can equally lead to the consummation of educational goals. The study could add data which would be expedient for upcoming references to investigators about leadership styles and teamwork as well as team building. Additionally, this study could add ground-breaking novelty of knowledge to the existing knowledge of leadership theories, styles, and models Vis-a –Vis team building and teamwork. Lastly, the findings and recommendations could help the Basic Department of Education in its policy framework to orientate principals on the essence of leadership styles that promote teamwork and team building.

1.8.   THEORETICAL FRAMEWORK.

According to Adair (1986) team is a slight collection of individuals with harmonizing expertise, who work enthusiastically in collaboration to accomplish a mutual resolution for which they hold themselves cooperatively responsible. Meanwhile, Adair, (1986), Harris, (1986), and Cleland (1996) define teamwork as a workgroup or component with a shared determination through which followers advance reciprocated

interactions for the accomplishment of objectives besides responsibilities. It necessitates the allocation of aptitude and leadership, the playing of manifold roles. Teamwork is a course of developing, growing, and enlightening the knowledge, skills, and attitudes of individuals with diverse needs, backgrounds, and capabilities into a cohesive, high-performance team (Adair, 1986 & Harris, 1986, Cleland, 1996). In the understanding of Jude (2006), the following characterises an effective team:

1. It is a cluster that pursues a job to do, being compensated partakers or as unpaid assistants.
2. It is a collection that attains coherence.
3. It is a set with a mutual aim, whose memberships are unambiguous about working in the direction of one purpose.
4. It is a collection whose memberships are interconnected.
5. Participative decision-making promotes the 'buy-in' factor and improves the initiative and problem–solving skills of the team.
6. There is a comprehension of interdependence in which duties and responsibilities are shared.

Moreover, this study was also underpinned by the ten (10) evolving leadership styles and models that have gained prominence in the past decade (Botha, 2013) as well as McGregor's Y theory of leadership and management. Leadership style refers to the way a leader comports himself or herself when executing leadership responsibilities premised on the beliefs, personality, and experience of the leader (Bounds, Mallagee, Zeeman, Mayhew & Van Deventer, 2013). The instructional leadership is strongly based on the principal's robust development, which is fixated on control, harmonisation and administration of complete teaching and learning activities which equally stresses the demeanour of educators to execute their duties that directly impact learners (Leithwood, Jantzi & Steinbach, 1999). Meanwhile, contingency leadership theory is premised on the notion that each circumstance is distinctive and must be tackled as such so the success of the principal's leadership is dependent on a specific condition (Botha, 2013). The laissez-faire style is when the leader averts taking decisions entirely skips certain options and relinquishes leadership tasks to subordinates (Bounds et al., 2013). Jones and Rudd (2007) posit that transactional leadership is acutely directed at the function of supervision, organisation, and group performance where a scheme of rewards and penalties is used. Moreover, shared

leadership uses the familiarity besides skills of teams, and uses the popular rule as a basis for decision-making (Bezzina & Vidoni 2006; Crowther, Han & Andrews, 2002; Hargreaves & Fink, 2004). Barnette (2003) explains that transformational leadership takes place when the leader and followers put their effort together to pursue higher-order collective objectives. Sustainable leadership deals with methodical improvement and enunciation of leadership energies, capabilities and scholarship procedures, and their connections to leadership actions and effects in space and time through effective sequence management and successful coordination of improvement efforts (Hargraves, Halasz & Pont, 2007). In the understanding of Fullan (2005), turnaround leadership centres on turning around a school that persistently performs poorly, as measured by learner achievement in the annual National Assessment (ANA) to an acceptable performance level. Meanwhile, Hopkins (2006) posits that the system leadership technique is premised on personalised learning, professional coaching, networks besides teamwork, and intellectual answerability. The last leadership style that was considered in this study was multifaceted leadership which is strongly grounded in the conviction that dissimilar stakeholders (governing body, department of education, teachers and community see one leader (the school principal) from diverse standpoints (Marishane, 2012).

Teamwork was truly relevant to this study. Everard and Morris (1996) believe that a team that has designated suitable people for convenient roles will not automatically have instantaneous success because all teams must be processed through team building. More importantly, Dunham (1995) explains that it is vital for team leaders to permit time for development and amalgamate their functioning, and to align their expectations of the total team effort and output with the right stage of team development. It is of paramount importance that principals combine their leadership styles to effectively construct effective teams and work with them to realise the educational goals of their schools.

1.9. PHILOSOPHICAL OVERVIEW AND ASSUMPTIONS

McMillan and Schumacher (2014) posit that knowledge generation and scientific research stem from a gamut of philosophical assumptions inter alia: logical positivism (a rationalistic view of knowledge with single realities), positivism (individual impartial, visible realities can be the foundation for knowledge), functionalism (biotic organisms

have classifications that accomplish several professional and existence roles), rationalism (anthropological motive exceeds other systems of knowing) interpretivism/ constructivism (emphasises on multiple socially constructed realities), transformativism (research based on social, gender, and race factors and pragmatism (emphasises on common sense and practice in addition to the scientific method).

Consequently, in this investigation, I will premise on the interpretive/constructivist philosophy or paradigm for the generation of knowledge. According to Mertens (2005), interpretive or constructive researchers apply systematic procedures however uphold that there are multiple socially constructed realities (dissimilar to post-positivism, which postulates a single reality). Maree (2007) buttresses that interpretivism believes that intersubjective meanings are crucial to realising understanding and meaning.

I approached the study with the following assumptions:

- Heads of the countryside secondary schools in the KwaZulu–Natal province will agree to participate in the study.
- Deputy principals or departmental heads will also come to an understanding to partake in the investigation.
- Post-level one educators will also accord to partake in the investigation.
- All prospective participants will agree to the semi-structured interviews.
- Principals will see the need for teamwork in educational leadership.

1.10. RESEARCH METHODOLOGY

Research procedures are the systems and practices used to assemble data and analyse them (McMillan Schumacher 2014). Research methodology is logical and decisive; the processes are not careless they are strategic to produce data on a precise inquiry phenomenon. Consequently, the research methodology that shall be adopted by this study is delineated subsequently:

1.10.1. Research Paradigm

Maree (2007) explains a paradigm as agreed conventions and principles about essential characteristics of truth that bring about a specific worldview. It addresses vital conventions as well as beliefs, such as principles concerning natural realities, the relationship between knower and known and assumptions about methodology (Lincoln

& Guba: 1985). It equally denotes what our thoughts about the world are but cannot be proven. Schwartz and Ogilvy (1979) describe paradigms as aiding us to articulate an intelligible story through a meaningful illustration of creation as practical, but traditionally personal.

As this study I focused on the perspectives besides practices of teachers and principals on how the leadership style of the principal is transacted in building efficacious teams to achieving educational goals in rural schools in South Africa, the interpretivist paradigm was deemed appropriate. Richie and Lewis (2003) buttress the above assertion that man's societal survival is not administered by "law-like regularities" only therefore the researcher also needs to explore and decipher communal reality through the practices of the participants and their perspectives. Henning et al., (2004) opine that research from the interpretivist stance argues that knowledge is not research interpreted from "observable phenomena", on the other hand also, "by explanations of people's aims, philosophies, morals and motives". Terre Blanche et al., (2006: 7) further contend that reality embraces people's idiosyncratic understandings of the world around them and therefore the researcher typically embraces a subjective epistemological stance towards the research participants.

In the view of Lichtman (2006), the interpretivist paradigm typically denotes an inductive methodology to social reality which infers that the researchers interchange from the exact to the universal to reach a finding and conclusion. Maree (2007) asserts that the interpretivist standpoint is grounded on the ensuing conventions: the life of humans has the intrinsic understanding from an internal perspective, societal life is a characteristically human product, and the human mind is the goal-directed foundation of meaning, human behaviour is affected by knowledge of the social world and the social world does not "exist" autonomously of human knowledge. Consequently, in this investigation, I relied on the participants' perspectives on realities and interpretation of experiences on the principal's leadership style and teamwork as well as team building.

1.10.2.   Research Approach

The research tactic for this study was qualitative shrouded in the model of interpretivism. Straus and Corbin (1998) claim that qualitative research is a comprehensive undertaking that embraces all types of investigation which harvests

discoveries not arrived at under arithmetical actions or other means of quantification. Richie and Lewis (2003) describe qualitative research from a deeper perspective as the research approach that addresses questions on social phenomena that demand an explanation or understanding of social phenomena and their contexts. I opted to use a qualitative research approach to produce findings that were not based on statistics or quantification so that I would be able to describe the leadership styles of the principals in teamwork and team building.

Moreover, I used qualitative research tactics so that I could be inclined to comprehend the meanings the participants attach to their own experiences in the social world they find themselves (Oosthuizen, 2009). In this study, I used qualitative research because through it I could comprehend the processes of and social-cultural contexts of team building and teamwork of the principals as well as the behavioural patterns of educators and their experiences of the leadership style of their principals in forging effective teams (Maree, 2007). Meanwhile, Holloway and Wheeler (1996) explicate that research problems and questions seek to deal with the 'why' and 'how' questions of research which require the application of a qualitative research approach which explores people or systems by networking with and witnessing the participants in their natural environment and focusing on their meanings and interpretations.

1.10.3. Research Design

Maree (2007) defines research design as the organisation or idea which interchanges from the fundamental conventions to postulating the assortment of respondents, data assembly procedures to be used and the data analysis to be done. Similarly, in the understanding of McMillan and Schumacher (2014), the research design designates the measures for steering the study, comprising when, from whom, and under what conditions the data will be obtained. This implies that the research design signposts the overall strategy: how the research is set up, what happens to the participants, and what methods of data collection are used; in this respect, I will use case study design enshrined in phenomenological (lived experiences) strategy. Stake (1995) elucidates a case study as the examination of a confined arrangement, or a circumstance, over a while in profundity, engaging manifold sources of information found in the background. A phenomenological study describes the implications of a lived experience (McMillan & Schumacher, 2014). The key merit of a Phenomenological

case study is the opportunity of the researcher to put separately, all prejudgements besides presuppositions and collect data on how individuals make sense out of a specific experience or circumstance. Considering this, I used 8 schools as special cases in the ILembe District of the KwaZulu–Natal Province.

1.10.3.1. *Site Selection and Sampling*

This investigation was situated in the ILembe district in the province of KwaZulu-Natal. The Ilembe district is situated on the east coast of the KwaZulu-Natal province, bordering the Indian Ocean. It is dominated by Zulu-speaking natives, and few Indians who speak English and pockets of Xhosa. It is rural in which many schools are situated. This was conducted in a few selected schools where the principals' leadership style vis-à-vis teamwork and team building in achieving educational goals was thoroughly studied.

Schumacher and McMillan (2014) describe a sample as a cluster of people from whom one can obtain research facts or evidence. A sample is a minor percentage of the entire populace that forms the subject of the investigation and from which evidence is attained (De Vos et al., 2005; Fraenkel, Wallen & Hyun, 2012; Maree, 2007). I chose a purposive sampling of eight schools in the ILembe district in the province of Kwa Zulu-Natal. Purposive sampling with an underlying foundation of convenience sampling was used in this study because of their flexibility in terms of the characteristics that they possess in terms of representing the entire population. The sample comprised the principals or departmental heads, deputy principals and post-level one educators of the 8 schools that were selected.

1.10.4. Data Collection Methods and their Tools

Research methods describe a specific research practice employed by the researcher to research a specific problem. In this segment, selection and fact-gathering methods are described (Babbie & Mouton, 2007). This was followed by the method which was used to analyse data, methodological rigour and ethical consideration since the research design is a pure qualitative case study enshrined in a phenomenological design that is aimed at allowing for reflection and analysis which is inclined towards understanding the perspectives and everyday experiences of participants (Stake,1995).

1.10.4.1. *Data Collection*

In this investigation, I made use of semi-structured interviews and observation including field notes to collect rich data that was relevant to answering the research questions and meeting the research objectives.

❖ **Observation method**

Observation is the methodical procedure of taping the developmental patterns of participants, substances as well as events without enquiring or collaborating with them (Maree, 2007). Similarly, Schumacher and McMillan (2014) concur that observation is a way for the researcher to see and hear what is occurring naturally in the research site. In this wise, I observed staff meetings of principals, departmental heads, and post-level educators on how the principal's leadership style is mediated in building an effective team and working as a team.

❖ **Tool(s) to Collect Data**

Merriam (1998) explains that data-collecting tools are overly critical during qualitative investigation as numerous techniques are discussed in various literature. However, the choice of a tool is dependent on the philosophical assumptions of the researcher concerned. Similarly, Maree (2007) suggests that numerous techniques or instruments of data can be used such as structured interviews, semi-structured interviews, observations, in-depth interviews, and document analysis. Consequently, I deployed the utilisation of semi-structured personal interviews and field notes as tools for data collection.

❖ **Interview Method**

An interview is a dual communication in which the interrogator queries the participants' interrogations to assemble facts and to learn about the philosophies, opinions, interpretations, sentiments, and demeanours of the participants (Maree, 2007). In the understanding of DeMarris (2004), an interview is a procedure whereby the investigator and participants interrelate in a discussion constructed on interrogations related to a research study. I will use semi-structured interviews in this investigation. I interviewed one principal, one deputy principal or departmental heads and one post-level educator in each of the eight schools that were selected.

❖ **Tool(s) to be Used**

Conferring to Terre Blanche and Durrheim (2004) the researcher once making up his mind on data collection strategy needs to identify the tools to execute the data gathering endeavour. Thus, I used field notes as a collection tool instrument to augment other practical tools of data gathering in juxtaposition.

❖ **Field Notes**

Field notes imply qualitative notes documented by investigators during field research, throughout or after observation of a particular phenomenon Canfield (2011). I used field notes more, especially during the observation stage of data collection as well as during the semi-structured interviews. The field notes aided me in remembering some vital moments of the data collection stage as well as making notes of observations of things that occurred in the field.

1.10.4.2. Data Analysis

Qualitative data analysis remains disposed towards a continuing and reiterative or non-linear process, suggesting that information gathering, processing, analysing, and reporting are entangled, and not merely several consecutive phases (Maree 2007). In this study, I made use of content analysis. Neuendorf (2002) describes content analysis as the methodical approach to qualitative data analysis that recognises and summarises message content. It may include the analysis of such things as books, brochures, written documents, transcripts, new reports, and visual media. The succeeding steps were duly followed in the content analysis of the data that were collected:

a) **Preparation of Data**

I commenced the data analysis by first assigning descriptions to my participants, their selection criteria, and their relevant backgrounds such as age, sex, education, and marital status as well as the in-depth description of the study context (Maree 2007). I then separated the data into a small number, of more workable components that would be less unapproachable than a massive volume of uncategorised data (McMillan & Schumacher, 2014). The succeeding phase was translated completely into audio tapes word for word (Lodico, Spaulding & Voegtle, 2010) and then commenced with the procedure of cutting and sorting out data to separate and mark each item in terms

of its categorizing characteristics (Maree, 2007). I used the field notes that were deployed during the interview and observation to check and reflect on the transcribed data. I read and re-read the transcribed data to become familiar with and write down any impression against the field notes (Maree, 2007). I read thoroughly through the transcribed data to look out for inconsistency and incongruence with the field notes. I saved the data in a separate file and made a printout so that would ill have a hard copy to work on (Maree, 2007).

b) Coding the Data

Maree (2007) describes coding as the procedural engagement of meticulous interpretation through the transliterated data, line by line, and dividing it into meaningful analytical units. Coding is making segments of data with symbols, descriptive words, or unique identifying names (Siedel & Kelle, 1995). I began the coding by reading line by line the data transcribed to identify small pieces of data that stand alone (Schumacher & McMillan, 2014). The essence of coding in any qualitative study analysis is the ability to move back and forth between data to track the emergence of new insights and understanding Maree (2007). This implies that coding ought to follow the ensuing steps (Creswell, 2008), (Schumacher & McMillan, 2014). I made sense of the whole data by reading two datasets and inscribed the impression of the information through thorough reading, I generated initial codes from the data; I read a segment and quizzed myself on the essence of what I have read, and the meanings attached to specific words used in the data. Moreover, I compared codes for duplication. Thus, I created a list of codes with one column for each dataset and compared the codes for duplication and overlapping descriptions. Provisionally, I tried out my initial coding and finally continued to refine the coding system. More importantly, I worked through the transcripts of my interview as well as the field notes to establish the categories of my analysis Maree (2007). I read the data across data sources to establish which pieces of data validate each other and which are contradictory.

c) Establish Themes and Categories.

Categories and themes are units encompassed by clustered codes (McMillan & Schumacher, 2014). I combined similar codes to form meaningful categories reflective of the facts collected and labelled to capture the crux of the codes. In establishing the

themes and categories I pinpointed themes and codes that have relevant relationships to establish consistency and contradictions among the narratives of the participants (Copper, 2008).

d) Discovering Patterns

Qualitative investigation aims to assert broad-spectrum accounts about associations among groups by determining outlines in the facts (McMillan & Schumacher, 2014). A pattern is a relationship among categories. Thus, I attempted to decipher the multifaceted connections between numerous aspects of participants' circumstances, psychological developments, opinions, and activities. This means a thorough search through the data to identify negative evidence and guesses in the data for different elucidation (Maree, 2007).

e) Analyse and Interpret Data.

I analysed the data by breaking the data into discrete components for examination. Mayan (2001) explains that information analysis is the procedure of discerning patterns, and suppositions, purposely gathering facts from precisely designated entities on targeted subjects or themes, corroborating or disproving those inferences, then continuing analysis, asking, seeking more data, furthering the scrutiny by sorting, questioning, thinking, constructing, and testing inferences, and so forth. I brought the coded and categorised data into perspective with existing theory to reveal how it substantiates existing knowledge or brings new understanding to the body of knowledge. Ritchie and Lewis (2003) aver that the interpretation of analysed data is to search for emerging patterns, associations, concepts, and explanations in the data. Thus, I defined concepts, created typologies, and found connotations within the data-provided explanations.

f) Reporting Data Findings

I reported as well as interpreted my facts by utilising partakers' arguments to apprehend the veracities of the individuals and situations (Lodico et al., 2010). Consequently, I used themes and connections to explicate my discoveries by attributing connotations besides meaning to the analysis (Taylor-Powell & Renner, 2003).

1.10.4.3 Methodological Rigour

In the understanding of Cohen, Manion and Morrison (2002) trustworthiness is central to qualitative research instead of the conservative interpretations of reliability and validity in qualitative investigation. Consequently, the determining factors are credibility, transferability, applicability, dependability, and conformity in qualitative studies (Kumar, 2014). To safeguard trustworthiness in qualitative research, Maree (2007) posits that it is commonly tolerable to involve numerous approaches of fact gathering such as observation, interviews and document analyses which lead to trustworthiness.

❖ **Credibility**

I will employ member checking, participant language and verbatim quotations as well as negative or discrepant data to ensure the credibility and trustworthiness of the study after the completion of the transcripts. (Cohen et al., 2011; Creswell, 2014; McMillan & Schumacher, 2014). I equally took the draft report back to the participants for their comments. I further compare the draft report to the field notes to track omissions from the field (Maree, 2007).

❖ **Confirmability**

Becker and Bryman (2004) postulate that confirmability deals with issues such as whether the investigator permitted individual standards to interfere in an unwanted way. In addressing confirmability and, subsequently data collection, I granted the audience to the voice recordings and transliterated the expressions into text to evade predisposition. I used an audit trail to institute confirmability by furnishing details about the procedure of facts assembly, information scrutiny, and analysis of the data.

❖ **Transferability**

According to Durrheim and Wassenaar (2002), transferability remains the point to which oversimplifications can be made from the information plus background of the research study to the widespread population and surroundings. Generalisability is perceived as the means through which the reader can engage findings and transfer them to settings. Dick (2005) explains transferability as confirmation assisting the generalisation of outcomes to other circumstances, across dissimilar participants, groups, and situations. I used rich, thick accounts of the participants and settings and in addition, an enormous volume of unambiguous and comprehensive information

about the participants' understandings concerning the topic to be provided. That is how the leadership and management styles of the principal in team building as the effective tool could lead to achieving educational goals as well as the setting in which they live and function, to ensure transferability.

❖ **Dependability**

Dependability, meanwhile, implies "the extent to which the reader can be persuaded that the discoveries are true and in reality, did occur as the researcher says" (Durrheim & Wassenaar, 2002: 124). According to Lincoln and Guba (1987), qualitative credibility should also involve applicability, dependability, and confirmability as key criteria of trustworthiness and these are constructed parallel to internal and external reliability. Maree (2007) contends that trustworthiness in qualitative research is achieved through engaging multiple methods of data collection such as interviews and document analysis. Suter (2012) is also of the view that dependability is boosted by common qualitative strategies such as rich documentation, code-recode consistency, and triangulation.

I accomplished this by employing member checking, obtaining literal statements, and using participant language or verbatim accounts. Besides, I vigorously combed instead of, recorded, scrutinised, and accounted for negative or discrepant data that indicated exceptions to patterns or themes. I endeavoured to eliminate prejudice by repeatedly checking and reflecting on the research process. Upon completion of the interviews or data gathering, I also went over the transcripts of the interview schedule to correct factual errors. Finally, I sent the transcripts in return to the participants to endorse conflicting statements and to avert disagreements regarding ambiguity both from the perspectives of the researcher and the participants.

1.10.4.4 Ethical Considerations

Ethics in the qualitative investigation is perceived as the consideration of what is well intended and what is immoral besides differentiating true from untrue (Menter et al., 2011). I obtained ethical clearance from the Department of Education in Kwazulu-Natal province before entering the field to commence data collection. McMillan and Schumacher (2014) posit that a trustworthy research design does not only embrace choosing participants as well as efficacious approaches on the other hand also keeps

researching morals. Consequently, I observed the ensuing ethical considerations: informed consent, anonymity, confidentiality, privacy, and voluntary participation.

❖ **Informed consent**

McMillan and Schumacher (2014) believe that informed consent is attained whenever the researcher provides participants with an elucidation of the investigation, the chance to terminate their involvement at any time with no consequence plus a complete exposure of any implicit hazards connected with the study. Every prospective participant in this study received official written communication, conferring the intention and purpose of the study. Participants were made aware that their involvement was intentional, with consent or refusal to participate submitted to me in writing. I also informed them of their choice to pull out of the study at any point. During the recording interviews of the data-collection stage, I demanded participants endorse that they were informed of and understood the potential risks involved. It was made explicitly clear to them that their participation must be of their own free will (Malone, 2003 & Menter et al., 2011).

❖ **Anonymity**

Anonymity means that the individuality of the investigation participants is only known by the investigator and not divulged to others (Booyse et al., 2011). Moreover, the research report published hid the identity of the study participants based on their responses (Oliver, 2008). I equally used codes and pseudonyms in the analysis and writing of the conclusions (Booyse et al., 2011).

❖ **Confidentiality**

According to Smith (1990), confidentiality supports a person's right to secrecy and the protection of participants' confidence in the study. I safeguarded the participants' right to concealment by dodging the promulgation of the participants' data, in harmony with Fraenkel and Wallen (2006) who recommend that the actual names of the participants be detached from all data-assembling instruments. I guaranteed that confidentiality for participants was protected by not distributing their information to other participants for any reason other than the study (Kumar, 2014). I ensured that the evidence that was provided by participants stayed unidentified. Post-data collection, I ensured that no one had contact with the data apart from the supervisor. I explained to the participants

what confidentiality entails before they partook in the study to aid them decide on their participation (Fraenkel, et al., 2012; McMillan & Schumacher, 2014).

❖ **Voluntary involvement or participation**

Participants' involvement in the study was based purely on personal decision, preference, choice, and decision. I obtained a signed free-will consent form from each participant, but it was also stated that they may pull out at any time without any consequence (Maree, 2007). Involvement and participation must be entirely voluntary as the researcher cannot oblige the respondent to continue providing data or information based on the initial agreement to participate (Booyse, et al., 2011).

❖ **Privacy**

Privacy means that access to participants' individualities, answers, actions, and attitudes as well as other information is restricted to the researcher (McMillan & Schumacher 2014). Consequently, excellent privacy is the use of anonymity, confidentiality, and appropriate storage of data (Boruch & Cecil, 1979). Regarding anonymity, I safeguarded that there was no link between the data that was collected and the participants. I as the investigator solely maintained access to data and participants' names (McMillan & Schumacher, 2014). Thus, I ensured that I stored the data in hard copies and electronic to furnish maximum protection of participants' identities.

1.11. LIMITATIONS AND DELIMITATIONS

The principal feasible limitation of the proposed investigation concerns the sample size, which was small since I considered the case of only eight rural secondary school principals and teachers and how they provide effective management and leadership through efficacious teamwork and team building in achieving educational goals. The second constraint relates to the difficulty of obtaining accurate data regarding the principal's leadership styles and their staff as well as their candid perspective of their teamwork abilities in their schools in the attainment of educational goals. I chose to continue with this study despite the above limitation to help find solutions to the problem discussed in this chapter. Thirdly, the issue of observation and interview of participants was slightly constrained by research sites due to the COVID-19 pandemic which continues to pluck the globe as most schools have strict regulations regarding

visits. During the data collection stage, all COVID-19 protocols were observed. Thus, curbing and combating the limitation.

The delimitation or scope of the study covered eight secondary schools within the Ndwedwe and Montebello communities and did not extend beyond the Montebello area. Montebello and Ndwedwe are rural areas within the iLembe district of the KwaZulu-Natal province. The two communities lie between Pietermaritzburg and Tongaat, amid the sugarcane plantations. The estimation of both communities concerning population is approximately 50,000 people, including about seventeen (17) secondary schools. The Montebello and Ndwedwe communities have experienced ongoing problems with non- non-achievement of educational goals in education since most of the local schools were established in 1991. The schools fall under the management of the Ndwedwe Circuit, within the Ubaqa Ward.

1.12. UNITS OF ANALYSIS

The unit of analysis is the entity that frames what is being looked at in a study or is the entity being studied. In social science research, at the macro level, the most referenced unit of analysis, considered to be society is the state. At the meso level, common units of observation include groups, organizations, and institutions, and at the micro level, individual people. The units of analysis comprised, meso and micro levels, and included eight (8) schools, principals, departmental heads, deputy principals and post-level one educators.

1.13. DEFINITION OF KEY CONCEPTS

The study centred on the subsequent key ideas and conceptual underpinnings: Team building, teamwork, team, leadership, leadership style, instructional leadership, contingency leadership, laissez-faire leadership, transactional leadership, shared leadership, transformational leadership, turnaround leadership, sustainable leadership, system leadership multifaceted leadership, autocratic leadership, bureaucratic leadership, democratic leadership and Heptaholistic leadership.

Team Building

Botha (2011) defines team building as the practice in which people and unattached groups of actors are brought on board to establish comprehensible structures that

function for a common purpose. Team building is also a progressive procedure in which persons turn out to be structured, and structures metamorphose into organisations (Elmore, 2000).

Teamwork

Teamwork is the cooperative enterprise of a group to accomplish a mutual goal or to complete a mission in the furthermost effective and resourceful way (Chin & Roger, 2015).

Team

In the understanding of Everard and Morris (1996), a team is a collection of individuals with mutual aims that successfully tackle any task which it has established to deal with.

Leadership

Leadership is the use of non-coercive influence to shape the group or organisation's goals, motivate behaviour toward the achievement of those goals, and help define group or organisational culture (Van Deventer et al., 2016). In the understanding of Greenberg and Baron (1993) leadership is the method whereby one individual inspires people and group members in the direction of goal setting and goal achievement with no vigour or compulsion. Leadership is perceived as the process of directing the behaviour of others towards the accomplishment of predetermined goals. It involves elements such as influencing people, giving orders, motivating people, managing conflict, and communicating with subordinates.

Leadership Styles

Leadership style refers to the way a leader conducts himself or herself when undertaking leadership tasks because of the principles, temperament, and experience of the leader (Bounds, Mallgee, Zeeman, Mayhew & van Deventer, 2013).

Instructional leadership

The instructional leadership notion portrays those actions that a school principal takes or delegates to others, to stimulate growth in student learning (Dwyer, 1986). It encompasses the subsequent responsibilities: outlining the purpose of schooling, setting broad school objectives, delivering the resources required for learning to

happen, administering and appraising teachers; coordinating staff development programmes and generating interconnected relationships among and with teachers (Wildy & Dimmock, 1993).

Contingency Leadership

Contingency leadership according to Botha (2011) stems from the premise that each situation is unique to the school principal and ought to be observed in such a way that the effectiveness of the principal's leadership is dependent on a unique circumstance. Moreover, Bounds et al., (2013) explain that the milieu normally determines which style of leadership is best suited for that unique situation.

Laissez-faire leadership

Laissez-faire leadership is described as the leadership style in which the leader gives employees free rein to decide for themselves, using the trust to motivate individuals (Bounds et al., 2013). According to Bass (1998), laissez-faire leadership is when the leader avoids making decisions, and choices, and virtually relinquishes responsibilities to his subordinates and employees. Consequently, the leader assumes and supposition that everyone knows their duties so there is no reason to push them.

Transactional Leadership

Is the kind of leadership that focuses on the character of the leader's direction, establishment, and team performance; the leadership style is based on a system of rewards and punishments (Bounds et al., 2013). Thus, according to Jones and Rudd (2007), the leader and followers concur on objectives, and the consummation thereof is driven by rewards and punishments.

Shared Leadership

Crowther et al., (2002) describe shared leadership as the leadership in which the leader recognises that organisational leadership is not a special preserve of a solitary individual but rather it must be grounded on teamwork and team building through effective collaboration. Bezzina (2007) illuminates that fundamental to this type of leadership is its moral element dynamics expressed as a collective objective which comprises allocation of the resolution, ideas besides principles which are unequivocally defined and comprehended.

Transformational Leadership

Barnette (2003) defines transformational leadership as leadership in which the leader and his followers join hands in the fort of a higher order common goals. Botha (2013) buttresses that transformational leaders build a collective unity of purpose centred on a collective vision, a, accepted vision and aim. According to Bounds et al., (2013) transformational leadership is about the impact the leader has on the followers through the power of vision and disposition of the leader to inspire followers to change their expectations, perceptions, and motivations to work towards the common goal of the organisation.

Turnaround Leadership

Botha (2013) defines turnaround leadership as invention leadership that enables the leader to develop tactics for viable and speedy change that bring about amelioration in the performance of abysmal schools. Fullan (2005) concurs that for improvement to happen, leadership needs to conglomerate the interposition approaches with capacity building and accountability.

Sustainable Leadership

Hargreaves, Halasz and Pont (2007) explain that sustainable leadership is concerned with the systematic development and articulation of leadership efforts, capacities and learning processes, and their connection to leadership actions and effects in space and time through effective succession management and successful coordination of improvement efforts.

System Leadership

According to Hopkins (2006), system leadership focuses on a broader systemic context of educational change which is rooted in the belief that for a school to improve and achieve "greatness", its leadership should look beyond its borders to pursue the success of other schools as well as its own.

Multifaceted Leadership

In the understanding of Marishane (2012) multifaceted school leadership is constituency-based and emanates from the belief that different stakeholders

(governing body, education department, teachers, and community) see one leader (the school principal from dissimilar viewpoints. This kind of leadership has four strong pillars, namely, perspectives, practices, approaches, and vision. School improvement depends on the strength of the link between these pillars and the context in which the school operates.

Autocratic leadership is premised on the principle that all decisions are taken by the frontrunner who habitually resorts to the utilisation of terror plus coercions to ensure people do their jobs (Bounds et al., 2013).

Bureaucratic Leadership

Bureaucratic leadership refers to a type of leadership which ensues a set of rules Bounds et al., 2013).

Democratic Leadership

According to Van Deventer et al., (2016), democratic leadership is concentrated on more partaking besides consultation with supporters without verbalizing to them or abdicating to them. Bounds et al., (2013) opine that democratic leaders use the expertise and skills of personnel and use the popular rule as a foundation for choice-making.

Charismatic Leadership

In the definition of Bounds et al., (2013), Charismatic leaders depend on their disposition besides remaining sensitive to the necessities of others, they encourage individuals to achieve more than what was expected. Moreover, charismatic leaders show their faith in their followers, can take individual dangers and are thoughtful of other people's desires.

Hepta-Holistic Leadership

According to Beeka (2009), Heptaholistic leadership is a tactic of leadership that contemplates the association amongst the various essentials or subdivisions of any organisation such as a school, college, university or any initiative in which people leadership and management are involved.

1.14. CHAPTER DIVISION

Chapter 1 – Overview and the Background of the Study

This chapter will outline the study, giving the introduction, research problem, research question, aims and objectives, theoretical framework, a brief overview of the research design methodology and definition of concepts.

Chapter 2- Literature Review

This chapter included literature on academic research and the theoretical framework used concerning leadership styles of principals, team building and teamwork in achieving educational goals in rural secondary schools.

Chapter 3 – Methodology and Research Design

In this chapter, I undertook an in-depth narrative of the research process, comprising the research design and methodology, besides elucidating in more detail. Methodological rigour and ethical considerations were also deliberated in this chapter.

Chapter 4 –Data Analysis and Findings, Interpretation and Presentation

Data presentation, analysis and description were presented in Chapter Four, trailed by data interpretation and discussion.

Chapter 5 – Conclusion, Implications and Recommendations

The concluding chapter comprised the summary of conclusions, discussions and recommendations for policy, and practice, plus supplementary exploration. It also discoursed the restrictions of the investigation.

1.15. CONCLUSION

In a nutshell, the study presented a brief introduction to an investigation, subsequent background to the study, rationale of the study, statement of the problem, research questions, aims and objectives, significance of the study, theoretical framework, research methodology-which encompasses research design, paradigm, research approach, research methods, data collections data analysis, methodological rigour, ethical considerations, and definition of key concepts as well chapter division.

There was a clear connection between the principal's leadership style, team building and teamwork in the consummation of educational goals which is the dearth in South African rural secondary schools. This behoved me to dig deep into scholarly literature to establish meaningful findings and recommendations.

CHAPTER TWO

REVIEW OF LITERATURE: TEAMWORK AND EDUCATIONAL LEADERSHIP

2.1. INTRODUCTION

This chapter offers an impression of exploration conducted by intellectuals on the efficacy of effective teamwork in education leadership in rural secondary schools. The purpose of this literature review was to explore the findings of researchers on the effectiveness of school leadership in achieving educational goals and establish gaps and nuances or silences in these reviews. The phenomenon of leadership styles has been researched in the last two decades but its model within teamwork shrouded in efficacy has not been explored to the core. In this review, transformational leadership and other leadership theories should frame the investigation of the efficacy of an effective teamwork model in education leadership. The main aim of this study was to explore how the most suitable leadership style of the principal in a rural secondary school can be used in teamwork in achieving educational goals in the KwaZulu-Natal. And stakeholders' experience of the process of leadership styles in teamwork and as a policy and the implementation thereof in the province of KwaZulu-Natal.

This chapter reviews the literature connected to the practical experiences of educators including principals and deputy principals as well as departmental heads about teamwork in educational leadership of principals and educators in rural secondary schools. The study is positioned within the broad concepts of educational leadership and teamwork of educators in public schools, specifically in the field of Education Management and Policy. The essence of teams is the prerequisite for the best functionality of schools in the leadership and management styles of the principal. The adoption of policies by school leaders on education leadership by addressing the chief complications schools face especially the attitudes of the leadership towards teamwork.

2.2. BACKGROUND

As countries battle to transform their educational systems to prepare the future generation with the requisite skills, and knowledge there is a shift in the expectation of the school principal's functionality in a rapidly transforming world (Rapporteur, Moorman & Nuesche, 2007). The turn of the 21st century has placed a huge demand

on global leadership transformation motivated by a growing demand for school improvement and success (Botha, 2011). This therefore has placed a huge expectation on effective school leadership as an increasingly vital ingredient in large-scale education reform geared towards the consummation of educational success (Rapporteur et al., 2007). In the understanding of Van der Westhuizen (2014), the core task of the school principal has metamorphosed and undergone a radical change as the last three decades saw the principal as just a head teacher with a simple task of the school (what the school had to achieve) was of limited complexity. Similarly, De Wet (1981) posits that the traditional responsibility and perception of the school leader has been transformed from an educator with a certain number of years to a more well-equipped leader with the endowment of certain skills of management and leadership, particularly teamwork management proficiency.

The onus now lies on the perceived modern-day principal to demonstrate leadership abilities that incorporate a cutting edge considered optimal for school success (Van Deventer et al., 2016). Leithwood (2002) concurrently, believes that school effective management means the ability of the principal to portray a certain leadership style that links all staff and internal structures of the school and capabilities of the staff coherently to the advancement of a specific objective. It means that the school principal needs to navigate a direct correlation between leadership styles that focus sharply on teamwork to get the best out of the staff (Ryan, 2014). Chivers (1995) argues that conflict management and leadership intelligence are considered inevitable aspects of teamwork as schools constantly go through change and improvement any schools are ensnared by the paucity of teamwork which is the breeding ground for intolerance and impatience (Jay, 1995). On the contrary, Donaldson and Sanderson (1996) postulate that if the school leadership embraces teamwork, one will discover that tolerance, patience, flexibility, and reception are vital ingredients for a successful school.

2.3. IMPORTANCE OF TEAMWORK

Why are teams considered vitally essential for the optimal functionality of the rural school? Why does a rural secondary school need teamwork? Many answers may be found to the above questions. However, Steyn and van Niekerk (2013) respond that teams and teamwork court the concept of involvement, commitment and responsibility of the principal and the school management team not forgetting the staff. More

importantly, it is believed that teamwork makes it plausible and possible to involve large numbers of people in the decision-making process of the school (Sousa, 2003). Phalane (2016) concurs that teamwork brings a sense of ownership and commitment to the school leadership. More importantly, Vivian (2010) recognises the fact that teamwork in school though far from new, has become increasingly important to education in South Africa and around the globe. In a study by Polega et al., (2019), it was discovered that educators value the importance of teamwork through the lenses of school culture improvement, improvement in learner achievement as well as educators' pedagogical growth and development.

Thus, teamwork is very important to principals as well as it leads to building community, school success, and the construction of shared goals and vision. In the same vein, teamwork work aids in fashioning an optimistic school culture, an ambience of communication flow, and a climate of trust and respect for one another (Polega et al., 2019). In furtherance, teamwork results in a confident impact on teachers by improving student performance thereby creating an exemplary learner teamwork model. Teamwork in school is also seen as small groups of people who work together, and thus communicate with each other, daily. Therefore, teamwork in schools can lead the school to success because it involves communication, effective coordination and division of workload and labour among all members (Fine, 2010). In other words, successful teamwork is perceived as an indispensable ingredient in modern-day school leadership and management (Arcaro, 1995). The power of any successful school management team is hinged on the fact that its members can complement one another and work towards realising the goals of the team, and eventually the goals of the school (Steyn & Van Niekerk, 2012). In the understanding of Steyn and Van Niekerk (2013), teamwork brings quality improvement in schools because improved teams are inclined to use resources effectively, increase organisational effectiveness and efficacy; improve the quality of education programmes and generally create better learning and working environments.

Donaldson and Sanderson (1996) argue that there are direct benefits that can be accrued to both learners and educators when effective teamwork is inculcated in the school. They further suggest that an efficacious teamwork model is a prerequisite to building a professional philosophy in schools. In teams, vital information is propagated effectively, specifically to all stakeholders such as teachers, learners, parents, and the

community at large (Jay, 1995). Phalane (2016) that in teamwork, educators learn to work jointly together and consequently end up as proficient professionals as they also learn in the process to ameliorate the quality of their work. Steyn and Van Niekerk (2013) add that the greatest arsenal at the disposal of educators is teamwork since the terrain is now subject to rapid change and nothing is no more a guarantee and certain. Thomas (2008) opines that teamwork births a collaborative focus on success as well as the sharing of values and goals among educators. Thus, teamwork helps educators focus on curriculum matters and instructions. More importantly, Stott and Walker (1999) suggest that effective teamwork brings about collaboration, empowerment, cooperation, and consultation. They further contend that effective teamwork furnishes educators to be importantly involved in critical decision-making; it also affords educators a certain degree of control over their work ambience and prospects to make contributions to a gamut of specialised roles. Ultimately, they contend the notion that teamwork and effective teams are inclined to deploy resourceful means to resolve problems as compared to a unilateral leader since schools are overwhelmed with chunk information (Scott & Walker, 1999).

Moreover, Jay (1995) enumerates the following as some of the rewards of teamwork in rural secondary schools: the enhancement of optimism and enthusiasm in educators; the reduction of staff turnover, augmentation of inefficiency in the educator; the improvement of job satisfaction and the ease with which difficulties are overcome during teamwork. Moreover, Dunham (1995) highlights the ensuing significance of teamwork for the school as a whole:

- ❖ It delivers support for educators to deal with their emotions

- ❖ It culminates in better interaction and improvement in coordination

- ❖ It leads to successful induction of new members of staff and old members are effectively inducted into new posts.

- ❖ Better and new ideas are generated for the success of the school

- ❖ Decision-making assumes a collective nature.

- ❖ Teamwork is an important platform for better communication and understanding and decisions will be implemented which will lead to the yielding of positive outcomes for the school.

Agreeing with Sousa (2003), teamwork should be at the heart of a strong culture since it brings along benefits such as the subsequent individualistic working culture:

- ❖ Teamwork in rural schools could lead to building stronger relationships among the staff.

- ❖ Teamwork will lead to the involvement of all and sundry during decision-making.

- ❖ Team members are allowed to learn innovative ideas from each other.

- ❖ It affords people the opportunity to demonstrate a range of skills and resources in the consummation of different results.

- ❖ The collective power of the team motivates risk-taking inclination.

- ❖ Teamwork improves communication, understanding and a sense that things will be happening.

Rowe (2007) recognises that teamwork generates a work philosophy that believes in partnership. Consequently, he believes that the ambience of teamwork produces, people who comprehend and trust discerning, organisation, judgement, and actions that are healthier when executed supportively. Moreover, People become aware and even embrace the conviction that collective effort far outweighs individual effort. As institutes, schools should work towards appreciating the diversity of their members, thoughts, experiences, and practises. Having explored the importance of teamwork, attention is now paid to the characteristics of effective teams.

2.4. CHARACTERISTICS OF AN EFFECTIVE TEAM

Significantly, cognisance is taken of the fact that one would not be able to share the above benefits without good management teamwork practices **(**Ryan 2014). Steyn and Van Niekerk (2013) concur that certain guidelines are necessary to effectively exploit the benefits of teamwork in rural secondary schools. The question which arises is what makes or characterises effective teamwork in terms of functionality? In the argument of Phalane (2012) the success of the school is influenced by the quality of its school management team, the level of teamwork displayed by a team is influenced by the efforts of the SMT who compose it. Hence, any school principal who wishes to be successful should encourage the leadership to be effective in the planning stage, be

open to ideas, and positive feedback. In the understanding of Jude (2006), the following characteristics are frequently perceived as effective teams:

- ❖ Participative decisions making which promotes the 'buy-in' factor and improves the initiative and critical thinking skills of the team.

- ❖ In an effective team a climate of trust, which grows in an environment of total an effective team a climate of trust, which grows in an environment of total honesty and transparency, prevails.

- ❖ There is an understanding of interdependence in which duties and responsibilities are shared.

- ❖ Support for other team members is provided unselfishly.

- ❖ All team members irrespective of differences and diversity are respected.

- ❖ Conflict is handled assertively for the benefit of all parties.

- ❖ Members act assertively by standing up for what is perceived to be right without putting other members down.

Garner (1995) describes that successful teamwork should have a clear, inspiring goal, a purposeful structure, competent members, unified commitment besides a collaborative climate, standards of excellence, external support and recognition and principled leadership. Similarly, Dunham (1995) describes that successful teams must demonstrate well-defined goals and roles, show mutual support and motivation to team members, do their jobs well, and work in a relaxed atmosphere by being creative, friendly, trusting, and humorous. According to Van Deventer et al., (2016), successful and effective teams are characterised by the sheer willingness to attentiveness in collaboration as well as the willingness to listen and work together. Moreover, one needs to be open-minded and flexible by taking positive action in the implementation of decisions in teamwork (Grobler, Bisshoff & Beeka, 2012). In the understanding of Belbin (1981), effective teams should show proper evaluation, achievement, and celebration. Chivers (1995) contends equally that any effective team should demonstrate the following characteristics:

- ❖ Vibrant consequences which are precise and optimistic

- ❖ Truthful communication link among all the members of the team

- ❖ Intelligent recognition of the team SWOT (strengths, weaknesses, opportunities, and threats).

- ❖ Problem solving effective systems and observation.

- ❖ Motivation of all team members

- ❖ Opportunity for risk-taking and creativity.

2.4.1. Qualities of an Effective Team

Agreeing with Arcaro (1995), the quality of an effective team stems from the fact that team members become acquainted with the greater good of the school or locality which is the main catalyst that brings members together for the actualisation of team activities. More importantly, effective teams are more committed through their administrators as supervisors and staff support the mission of the team (Maringe 2017). Consequently, Putatunda (2011) asserts that effective teamwork is all about the quality of leadership shown. In furtherance, she contends that school principals must possess the dexterity to enable them to create a culture of working which will aid inspire the team for success. Everard and Morris (2006) expound that teamwork more importantly breeds a sense of belonging and that one of the main qualities you will find about an effective team is the ability of the team members to collectively execute a task.   The mission of the team, members of the team fully apprehend the expectation of the team to achieve (Everard and Morris, 1996). Steyn and Van Niekerk (2013:266) highlight the following qualities that effective teams possess:

- ❖ Objectives: team members function tasks consistent with the mission of the school.

- ❖ Trust: there is a sense of trust shared amongst team members and there is a huge inclination to a sense of altruism,

- ❖ Meetings: meetings in a team produce resourceful outcomes.

- ❖ Shared responsibility: there is a need for recognition of team interdependency as a recipe for success within the team.

- ❖ Conflict: there is a sense of anticipation of conflict which aids its elimination before it becomes divisive.

- ❖ Roles and responsibilities: each team member is aware of what is expected of them.

- ❖ Participation: team members freely and fully participate in all activities

- ❖ Communication: there is free cascading of information with all members as team activities are effectively communicated to members.

Okumbe (2007) postulates that any effective teamwork model brings out the best in the manager or the principal through personal interest in each person's achievement; taking pride in the record of the team; helping the team work together to set its conditions of work; the team leader faithfully communicates feedback on performance; the team takes pride in its accomplishment; the team does not feel the enormous pressure to change; prior consultations are done before changes are carried out; and the team develops a sense of poise and forthrightness. Vivian (2010) recognises that teamwork in schools though not new, has become progressively essential to education in South Africa and globally. Furthermore, Fine (2010) emphasises that teamwork in school consists of time and resource commitment on the part of the principal's communication skills building, and a sense of belonging or being part of something that works. Steyn and Van Niekerk (2013) contend that an effective team capable of consummating quality education does not happen by chance. Thus, they must be created with proper meticulousness and systematically managed by the principal (Sejanamane, 2014). The right mix of roles and functions are critical merit that successful teamwork should demonstrate at any time. In the purview of Jay (1995) a successful team is determined by the following six elements:

- ❖ The principal or the team leader must be a senior and must possess the high profile of the coordinator of the team.

- ❖ Successful teams need one good innovator; however, the above one dwindles the chances of success of the team.

- ❖ There should be a great mixture of people with high cognitive and mental capabilities in the team.

- ❖ An excellent spread of personalities in a team causes less abrasion and consequently greater success chance of that team.

❖ There should not be a monotony of a type of person as it may lead to huge technical hitches for the team.

❖ There should be a perfect match between the key attributes of members of the team and their key responsibilities.

Maxwell (2008) postulates that in most rural schools, proper leadership is dearth hence having a direct impact on the effective leadership of the school. This calls for a greater need to comprehend the key impact that existing school leadership can have on the school's teamwork efforts. Maxwell (2008) further describes that every successive teamwork endeavour should be based on a prized value that the school employs as its philosophical base. Thus, if the team leadership places a high premium on the success of the team hinging on teamwork, the team's success will be premised on what the teamwork produces. For example, if the school perceives respect as a value, then such will characterise the value system of the school as a benchmark for measuring the success of the teamwork leadership of the school (Parker, 2007). Thus, it is argued that for teamwork to flourish in a rural secondary school, the quality of management and team leaders must come to the fore through the establishment of a desirable organisational climate that inculcates such tasteful values (Phalane, 2012).

In furtherance, Adizes (2008) elucidates that any effective teamwork model should also possess a central figurehead. The team leader epitomises the role of the front runner whose main function is to combine skills and experience notwithstanding the demonstration of intellectual prowess and diversity to complement of the team members. Having asserted the above, Maxwell (2008) contends that teams are highly effective and can consummate greater success when members assume critical roles in line with their strengths which permits the addition of value to the performance. In his belief, the leaders of the team can assist the members of the team to identify their optimum roles through the consideration of their experience and skills.

It is worthy of recognition that successful or effective teams show character for vision (Maxwell, 2008). Effective teams in the opinion of Goleman (2008) should be vision-attentive so that the team can have direction. He further contends that vision keeps the team motivated and gives the team a sense of confidence and direction. Thus, the vision should be fraught with motivation for all team followers and should be communicated zealously by the leader of the team (Jude, 2006). Effective teams,

furthermore, demonstrate strong visionary leadership. Maxwell 2008) asserts that the team leader should possess an effective communication skill that enables them to get his communication across the entire team membership. The leadership of the team is effectively shared through the successful communication of the leader (Rush, 2002). Meanwhile, Steyn and van Niekerk (2013) contend that visions that are practised are the only effective ones, not the ones documented without any implementations. Meanwhile, Gyimah, (2012) opines that for any team to be effective, the vision must be reached as the leader assumes responsibility through the absolute development of the potential of all members of the team.

More importantly, it is worthy of recognition that an effective team equally has a leader who demonstrates strong emotional intelligence in taking care of the emotional realities of the team (Goleman 2008; Rush, 2002). Maxwell (2008) and Jude (2006) highlight the fact that negative emotions can harm the functionality of the team. They further point to the fact that since bad and good demeanours are transmissible, there is a need for meticulous administration of the team. Conclusively, one can therefore assert that the effective team leader ought to possess and demonstrate all four aspects of emotional intelligence, inter alia: emotional self-awareness, emotional self-management awareness of others' emotions and managing relationships with others. In contrast, Goleman (2008) contends that an effective team has a peculiar leadership style which impacts profoundly the entire team climate.

Similarly, Putatunda (2011) is of the view that effective teamwork is about quality leadership. She further pointed out that leadership is one of the most vital aspects of effective teamwork. This means that the school principals as team leaders should have the skills to fashion besides sustain a working philosophy that is constructive, which in turn will aid in inspiring team members. Bhatti (2011) also emphasises that this helps to stimulate and even encourage the team members to get involved in creating an environment where there is a positive approach to work, along with elevated levels of commitment. Vivian, (2010) equally shares the sentiments that effective teamwork and quality leadership combine suitably, through the conduit of visionary, coaching affiliative and democratic leadership styles will develop the team ambience which will lead to the establishment of emotionally well-functioning tasks optimally.

Similarly, Luca and Tarricone (2001) emphasize that any successful team depends on synergism emanating from the entire team membership in establishing an ambience where every team member can contribute to the realisation of the goal of the school. Moreover, team members demonstrate suppleness adequate to adapt to supportive working atmospheres where goals are attained through partnership and communal interdependence rather than customised, competitive goals. More importantly, research points to certain key elements that are requisite for teamwork to be successful in rural schools; these include:

2.4.1.1   Commitment to Team Success and Shared Goals

Members of the team are effective through unflinching dedication and motivation to the success of the team through engaging the success agenda of the team to attain the peak level (Luca & Tarricone, 2001). Moreover, team members fully comprehend their goals and share their purpose which yields to the consummation of the mission of the school (Francis & Young 1979). Members should share resilient mutual objectives (Kets De Vries 1999). Each group member provides each other member with respect and acknowledgement (Scarnati, 2001). There is a strong intrinsic motivation and extrinsic motivation to succeed as goals are shared (Bradley & Frederic 1997). The team demonstrates a strong obligation to have success in all their endeavours (Critchley & Casey, 1986). Moreover, the team members possess strong shared values and are enthusiastically engaged in their work which brings them joy and gratification (Wageman, 1997). Harris and Harris (1996) equally opine that there is the creation of a teamwork ambience that is natural, relaxed, comfortable and non-judgemental and this promotes teamwork and group solidity as team members enjoy regular contact with individuals who have similar interests and goals of the school.

2.4.1.2   People Skills

According to Johnson and Johnson (1999), effective team members must possess and demonstrate the ability to deliberate issues openly with team members, be straightforward, truthful, and supportive and demonstrate respect and dedication to the team and all members and by the same token very critical to nurture a compassionate work environment inter alia the ability to work effectively with other team members. Meanwhile, Kets and De Vries (1999) suggest that key people skills such as fostering trust, confidence and commitment within the group are elemental

ingredients for the effectiveness of teamwork. Consequently, members of the team should be able to offer protection and assistance to each other and be able to express their feelings as well (Critchely & Casey, 1986).

2.4.1.3 *Open Communication and Positive Feedback*

Effective teamwork thrives on giving a proper audience to the concerns and needs of its members and equally places value on the input of the team members, which creates an effective teamwork atmosphere (Tarricone & Luca, 2002). Team members are open to profitable criticism and provide genuine feedback to the team leader and other members (Lee et al., 2014). Similarly, Harris and Harris (1996) assert that the members of the team receive feedback with open arms and honesty and are not defensive when they have made mistakes. Team members place a high premium on effective communication essentials as they frequently engage in an open dialogue to iron out their differences. Moreover, Kets De Vries (1999) effective teams exhibit elevated levels of group feelings; listen to all ideas from their fellow team members as well as cultivate a team spirit embedded in productive censure and trustworthy non-evaluative response. Team members are frankly open and honest towards each other and place value on effective listening and communication that fulfils the needs of the team and the school (Critchely & Casey, 1986). In times of conflicts and hostilities, effective teams work through it with open-mindedness and frankness with each other.

2.4.2. Structural Support

Walker (1994) posits that certain conditions should be provided for teams to be effective imperatively. Walker further argues that school managers ought to recognise the shift in thinking in terms of the school as an organisation which does not thrive any longer on a rigid organisational structure model. Consequently, Cheung (1996) concurs that for teams to function effectively, the school organisation structure should be collaborative and school leaders should shift their thinking to embrace teamwork conceptualisation. In the understanding of van der Mescht and Tyala (2008), principals should seriously constitute teams that have underlying structural sustenance to be efficacious. Similarly, Walker (1994) postulates that certain conditions are vital ingredients to effectively support the team to be effective which are twofold: structural and cultural.

Structural support depicts the provision of logistical support and decisions that are made to accommodate teamwork in a school., cultural support means the less visible norms, and values of the school as well as the school climate and ethos that prevail in the school should be formulated and reformed to underpin teamwork so that teams can thrive in favourable conditions to be effective in attaining educational goals. Thus, Scott and Walker (1999) contend that a rigid organisational structure sometimes is vital in providing basic guidelines in school leadership, there is a need to accommodate important attributes such as structural flexibility, creativity and risk-taking to embrace an effective teamwork model. Moreover, Walker (1999) claims that effective schools ought to nurture more "organic organisational paradigms".

2.4.3. Cultural Backing

Scott and Walker (1999) assert that effective teams characteristically demonstrate interconnection among team associates. Dione and Yammarino (2004), Sumanski and Kolence (2007) describe team interconnection as the degree to which members of the team are enthusiastic about the team and feel a sense of belonging and are excited to be a functional and integral part of the team. In other words, the degree team members recognise the team and harmonise with team members as well as the work facing the team. In this respect, effective teams link such positions to structural support. Consequently, Van der Mescht and Tyala (2008) acknowledge effective teams are aware of key role players of the team within the organisational set and key players when accorded such recognition are inclined to feel a sense of belonging and purpose. Such support to team members becomes an identifiable attribute to the team by equally building positive attitudes in team members as well (Stashevski & Kowloski 2006). Eventually, team interconnection concerns the fashioning of optimistic working relationships which crucially thrive on key values inter alia: belief, honesty, and preparedness to participate in the team. To buttress the above, Bauer and Bogotch (2006) claim that "interactive desirability, duty commitment and group pride" also serve as key standards that underpin team effectiveness. More importantly, such principles bring to the fore the significance of relational, and social relationships amongst team associates and mark the role of the team leader.

2.5.   THE ROLES OF PRINCIPALS IN TEAMWORK

Decades of research in the past point to one direction in the global landscape of education management and reformation. School improvement has been at the heart of this clarion call which concurrently takes a swipe at management approaches, transformation from centralisation to decentralisation. Such a move is supported and blessed by international agencies such as the World Bank, the Organisation for Economic Co-operation and Development and the United Nations Educational, scientific, and Cultural Organisation (UNESCO) (UNESCO 2005; Leung 2004; Halasz 1996; Mc Ginn & Welsh, 1999)). In this regard Caldwell (2005) strongly argues that the move towards decentralisation has gained an impactful momentum globally which has culminated in all kinds of schools in countries like the US, Canada and Australia having to opt for decentralised schools and policies of management systems one such is called School-based management or site based (SBM). Owing to such vast transformation South Africa has joined the queue which is due to the political transformation from apartheid to democracy; school leaders are also caught at the centre of the saga (Botha, 2011). Botha (2011) further contends that the main aim of decentralisation which leads to (SBM) is the improvement of quality education and the consummation of educational goals. Such sharp transformation has placed the principal at the centre stage vis-a-vis the role that should be played in driving the entire school agenda. Such roles have become complicated and broader as they must deal with complex issues.

A study conducted by Belbin (1981) established that the success of any team is contingent on the main leader. Similarly, Steyn and van Niekerk (2013) postulate that careful observation has brought to the fore that winning school management teams do not require brilliant leaders but committed leaders. In this respect, it can be hinted that the principals play indispensable roles for the success of the team. One cannot also discount the complex nature of the principal's job in the modern era of school-based leadership. Davis et al., (2005) explain that the role of principals has escalated to comprise a staggering array of professional activities and proficiencies. Thus, principals are expected to play multi-faceted roles such as visionaries, innovators, resource investigators, instructional and curriculum leaders, assessment experts, coordinators, shapers, monitors, team members, complementors, community builders, public relation and communication experts, budget analysts, facility managers, special

programs administrators as well as guardians of various legal, contractual, and policy mandates plus initiatives. Moreover, principals are anticipated to fulfil the frequently conflicting needs and interests of many stakeholders including students, parents, teachers, district office officials, unions, and state-federal agencies (Botha 2011).

Mogotlane (2006) discourses that Principals must wake up to the realisation that they have important roles to play in the school management team which is the engine that drives the school agenda at the local level. The collective management of teams can achieve greater feats. Phalane (2016) contends that in the South African case, the principal is perceived as the main force that drives the main school agenda connecting the Department of Education, the learners, the community as well as the instructional goal of the school. Thus, the principal plays the role of motivational force to a greater extent in the eyes of educators to inspire them to work to consummate educational goals through excellence and personal pedagogical aspirations. In a study undertaken by Hallinger and Lee (2013), the principal is perceived as the driving force behind the success of the school as an organisation as the role of the principal is recognised as reciprocally inclusive and symbiotic with the school's accomplishment. Principals in teams over the years have provided stewardship and driven the new conceptualisation agenda besides being the support base of other staff (Nellitawati, 2018).

2.5.1. Fostering Teamwork

Moreover, principals foster and facilitate a culture of teamwork among teachers (Ketterlin-Geller et al., 2014). Principals are no longer perceived as hierarchical top-down managers anymore in the modern school leadership role (Duyar et al., 2013). Principals are perceived as transformational leaders who are encouraged to adopt effective leadership embedded in partnership rather than a singular style; principals are to be responsible for the transformation shift of steering the school leadership towards the culture of teamwork (van der Mescht & Tyala, 2008). The organisational structure of the school ought to be manoeuvred through the leadership prowess of the principal to strengthen the spirit of teamwork in an endeavour to bring all stakeholders on board (Szczesiul & Huizenga, 2014). Similarly, in the understanding of Van der Mescht and Tyala (2008), for the principal to be successful in administering the school efficaciously, it is indispensable for the principal to galvanise team members from distinctive backgrounds with varied degrees of capabilities and knowledge to

collaborate to attain the collective mission, vision, and goal of the school. The proceeds of fostering fruitful teams by principals are the specialisation and the wealth of experiences that can be shared and disseminated among the school management team as well as the teaching staff.

Consequently, fostering teams demands a meticulous attempt to bring on board educators with a variety of skills and proficiencies that are needed in the modern era of teamwork leadership style that seems to be the paradigm of our time (Ketterlin-Geller et al., 2014; Mullen & Hutinger, 2008; van der Mescht & Tyala, 2008). Principals play the role of teamwork facilitators who do not only do so to merely build teams but can, in the process establish missions and afford the opportunities for teams to develop a shared vision of the school (Drago–Sanson & Pinto, 2006). Polega et al., (2019) concur that the principal during teamwork can define the purpose of the team which will provide the educators with a sense of unity and ease of isolation and the formation of cliques. Walker (1994) avers that when principals foster teams, they can make decision-making less burdensome as they can share such responsibilities with teams and principals themselves become wellsprings of resources and support. Principals play a supporting role to educators through the establishment of mutual strategic planning time into team schedules, mediating feedback, and promoting the consummation of the shared vision (Mullen & Hutinger, 2008).

According to Amorim Neto et al., (2018), the furnishing of goals is the expectation educators have of their principals in fostering teamwork. More often, educators have a strong belief in their principals to bring them on board in the improvement of the school's vision and goals likewise also educators anticipate their principals to demonstrate exemplary leadership. Furthermore, educators desire to see principals nurture teamwork inclusive of imposition of faith in them as well as granting them an audience through feedback, collaborative work; and the provision of professional development geared towards teamwork (Amorim, Neto et al., 2018).

2.5.2. Team Leadership

According to Steyn and van Niekerk (2013), the leadership provided in terms of setting a vision has a significant impact on teamwork; this discussion is not the same as the leadership style of the principal, but the leadership role provided in teamwork. It is incumbent on the principal to place a premium on providing vision to the teams and

influence the team towards the school mission as well as the goals of the teams. Teamwork becomes more treasured if there is a team vision mediated by the principal (Steyn & van Niekerk, 2013). Consequently, the prosperity of the school hinges and thrives on the ability of the school management team spearheaded by the principal to perceive the need to nurture establishing a positive organisational climate that embraces values for teamwork (Maxwell, 2008). Similarly, Adizes (2008) posits that the main task of the principal in teamwork is to galvanise and build the team with the requisite skills and experience whereas team members would be permitted to demonstrate knowledge and temperamental multiplicity to balance each group member towards the vision of the school.

In the understanding of Maxwell (2008) the principal's leadership role sets the team up for success or failure. In other words, the principal ought to set the team members up with clearly defined roles under their strengths and abilities by getting the best out of them through enhanced performance. Thus, in the process, the principal can help the team members locate their best roles through the analysis of their competence and experiences. Therefore, principals must exhibit team leadership that takes team members out of their comfort zones and not their talent zones (Steyn & van Niekerk, 2013).

Meanwhile, it is critical to observe that teamwork can only thrive through the vision of the leader. Thus, a team that has a vision is premised on motivation, and optimism and possesses a sense of direction (Steyn & Van Niekerk, 2013). Furthermore, Al-Kayed (2020) claims that principals must provide leadership roles through effective communication in terms of reaching each team member with zeal and drive. Thus, the communication skills demonstrated by the leader will go a long way to defining the acceptance of the vision by the team or the rejection thereof. The principal offers himself or herself away through collaborations with teams (West, 2012). Thus, it could be detected through communication effectiveness if team members identify with the school's vision. The deportment of team members would demonstrate their sense of belonging in terms of the vision; therefore, the principal needs to determine the communication of the vision by routine monitoring of the team members' manners portrayed in the school setting (Maxwell,

2008). The principal as the leader head and figure is required to assume effective responsibility by developing the skills and complete potential of individual team members.

More importantly, also the principal is expected to put a reality check on the emotions of the team members. Goleman (2008) and Rush (2002) contend that the principal as the team leader needs to show empathy towards the emotional needs of team members. Meanwhile, Skaalvik and Skaalvik (2017) explain those negative emotions can influence the functionality of distinct team members, and this could lead to adverse ramifications for teamwork since negative sentiments are transmittable and could consequently affect the entire team. It is consequently, conjectured that the school principal needs to be emotionally intelligent in the development of a positive attitude in the team. Jude (2006) contends that the inability of the principal to demonstrate sentimental acumen could culminate in teamwork failure. The principal must be knowledgeable and demonstrate mastery over emotional self-awareness, emotional self-management, awareness of other's emotions and effective leadership and management of relations with others. Principals as managers and leaders must imbibe the necessity to demonstrate effective leadership roles in the team, and aid mature the team to accomplish their functions optimally (Steyn & van Niekerk, 2013).

2.5.3. Encouraging Teamwork Among the Staff

A study conducted by Obi and Nwabuogookoye (2020) established that school principals primarily play the role of encouraging teamwork among staff. Additionally, Belle (2015) concurs principals are amongst others expected to motivate staff to attain justice and efficiency. Through the knowledge of human resource management, principals can spot from the onset what the staff would need to fit in the scheme of the organisational retinue (Wallace Foundation, 2013). In the observation of Fox, Cong, and Attoh (2015) even though the principal plays the administrative role through the efficient day-to-day running of the school, the prime focus should be on the inspiration provided to the team to get the best out of them. For example, in a school that faces a myriad of problems such as a high rate of failure, absenteeism of learners and school violence, the onus is on the principal to critical aid to stem the tide. Such a feat could be attained through continual participatory leadership that encourages the entire staff to be resolute in their quest to find lasting solutions. Such a fatherly role would be

expected of the principal. Moreover, Huggins et al., (2017) contend that the principal normally rallies the local community to offer support to the school staff through the encouragement of parents to ensure that their children do their homework. Belle (2007) identified that primarily, principals may additionally play the roles of recruitment, empowering and encouragement of team members to develop their teaching careers. The sole responsibility lay at the doorstep of the principal as the human resource manager, to ensure that the staff have a sense of comradeship and function together as a team to guarantee the success of the school.

2.5.4. Strategic Management of the Team

Principals play central roles in the life of the staff as teamwork realisation is brought to the fore (Moindi, Changeiywo & Sang, 2016). As a result, the ability of the principal to effectively adopt potent tactics in managing the team to achieve the school objective is of critical importance. Pearce and Robinson (1999) agree that a principal is likely to have a more effective teamwork culture if a strategic management approach is adopted in the daily supervision of the school. Moreover, as teamwork is enhanced through strategic management improvement of the organisation ambience; this aids the principal in averting petty problems in the smooth administration of the school. In a study, it was established that teamwork is enhanced if the principal engages in strategic planning and management (Ansoff, 1988). Similarly, Sababu (2001) affirms that organisational performance is ameliorated if strategic management systems are put in place by the principal in managing the team. Strategic management of the team functions in tandem with school resources, staff cooperation and other stakeholder support (Moindi, 2016).

Principals adopt a strategic management approach to managing teamwork in their schools because they function as agents of positive change. Strategically, the principal plays the role of the team leader to steer the staff to devotion to the consummation of the goals of the school (Mbinya, 2013). Moreover, the Chief Executive Officer (CEO) role is played by principals by warranting that teamwork is attained through the staff maintaining their prime attention on the execution of its strategic goals (Moindi et al., 2016). It is of significant for the principal to equally harness the energies of team members to consummate the school's vision and mission. Such a goal is achieved through participatory leadership demonstrated by the principal more often during the

development of the strategy for the school. However, Fapohunda (2013) concludes that the strategic teamwork management role of the principal is effectively contingent on elements such as the culture and climate of the school, staff commitments and efficacious leadership of the team.

It is of paramount significance to recognise that there ought to be a course of generating situations for the team members to excel through better training and development and empowered inspirational vision (Steyn & van Niekerk, 2013). Sterling and Davidoff (2000), substantiate that since visioning is of chief importance, every action of the principal should be inclined towards the realisation of the vision. The implication is that all tasks of the principal seek to steer the team to the attainment of the school vision and the ideals of the organisation (Crainer & Dearlove, 2003). Moreover, Steyn and van Niekerk (2013) postulated that the school vision should be generated in such a manner that it relates to the function of the school and the team. Principals exhibit quality leadership in teamwork when there is an aptitude to develop and establish a compelling vision through deeds that sustain the school's progression; principals should be in such business to attain improvement in the school's performance.

Van Niekerk (2003) asserts that it is the responsibility of the principal to formulate a realistic vision that incorporates the entire school's teamwork; the vision should also be premised on a truthful examination of the school's position to consummate its core task of teaching and learning. Meanwhile, Sterling and Davidoff (2000), established that principals ought to formulate visions where teamwork takes centre stage by essentially integrating all stakeholders of the school. This implies that the principal plays the role of effective communicator through the mapping of effective strategies that stipulate what is expected of the school governing body (SGB), parents, educators and learners as well as supporting staff.

2.5.5. Communication with the Team

Harris and Lowery (2004) highlight that empirical research has established that principals struggle to effectively communicate their visions and their messages across teams which eventually hampers the optimum functionality of the team. Similarly, Naidu, Joubert, Mestry, Mosoge and Ngcobo (2008) claim that effective communication of the school's vision is of paramount importance as it leads to staff

cohesive bonding and enhanced performance. The principal is expected to demonstrate personal guarantee in sculpting school communication. The principal leads the team through honest, open, appropriate, and direct communication (Jude 2006). Equally, the principal should deem it suitable to efficaciously become a good listener to his team members. Meanwhile, Chivers (1995) postulates that the task of effective communication may not only lie in the purview of the principal, but it is incumbent on all team members to develop the skill of listening and through clarity of expression, proper identification of desired responses, ability to listen and comprehend verbal and nonverbal responses.

Moreover, team members are to demonstrate an ability to respond positively and give explicable feedback, create knowledgeable behaviours, and show positive traits of receivers of messages (Chivers 1995). One cannot lose cognisance of the importance of effective communication in teamwork. Consequently, it is incumbent on the principal as the team leader to uphold effective communication skills among the team and the entire staff. Furthermore, Chivers (1995) prompts principals to adhere to the ensuing communication expertise in the team ambience: giving responses to team members with the utmost clarity, paying attention to detailed communication strategy, listening prowess, feedback analysis and responses on team performance, the recognition of barriers to communication and the relevant action to avert them, meeting skills as well as team communication inclusive of the non-teaching staff.

Similarly, Kaser, Mundry, Stiles and Loucks-Horsley (2002) aver that team members under the auspices of the principal's communication leadership should eventually develop their skills and harness them to the fullest through pausing, paraphrasing, probing for specificity, bringing ideas on board, giving audience to self and others, having good intentions towards team members and the pursuance of good balance between gaining of information and impacting others in the team. In the understanding of Styen and van Niekerk (2013), the conclusion is that frequent meetings should form an integral part of the principal's teamwork role to attain a high communication benchmark in meetings. More, importantly, the principal steers team meetings by expressing apparent purpose, designating a pleasant meeting venue and providing team members at least with refreshments to motivate promptness. On the other hand, team members ought to reciprocate by paying full attention during meetings as well as having the courage to fully participate in team dialogue.

2.5.6. Teamwork Motivator

Steyn and Van Niekerk (2013) contend that one critical role of the principal in teamwork is the motivation of the team to attain the best from the team members and the entire staff at large. Consequently, Chivers (1995) maintains that principals can use motivators such as achievement, recognition, job interest, and advancement to inspire teamwork amongst team members to strive for the best. It is further argued that team members begin to feel a sense of ability when they can accomplish tasks in the face of gargantuan challenges (O'Neil & Salas, 2018). Attention is drawn to the fact that team members become motivated once recognition is given by the team leader for a job well done. Benoliel and Schechter (2018) underline that principals who acknowledge the positive contributions of their team members indirectly boost their morale. Consequently, principals should endeavour to develop the philosophy of praise and positive recognition for work done well and avert placing too much emphasis on the blame culture of team leadership.

Moreover, Avanzi, Fraccaroli, Catsrelli, Marcionetti, Crescenti, Balucci, and van Dick (2017) provide highlight that the principal should allocate interesting tasks to staff members which automatically enthuses them; such equally is imbued with intrinsic motivation. Amorim Neto et al., (2018) claim that staff are much more motivated when the team leader permits the application of personal discretion on the job. This creates a sense of trust, reliability, and dependability, consequently, the principal ought to delegate more responsibilities to staff members to permit them the prospects to use their discretion and in general, extend the frontiers of trust. Principals motivate teamwork by creating opportunities for promotion on the job. Chivers (1995) suggests that principals need to exercise fairness in terms of the creation of opportunities for promotion by not only paying attention to hierarchy but also levelling the playing field for ranked team members as well as the higher-ranked members. Meanwhile, attention is drawn to the leader's attitude which has the potential to motivate the staff or demotivate them; a positive, amiable, respectful, generous leader will motivate members privately as well as a group and will equally offer constructive criticism (Skaalvik & Skaalvik, 2017). Principals more importantly equally offer support and motivate educators to improve their knowledge and skills (Hallinger & Lee, 2013).

2.5.7. Handler of Conflicts

Owens (2001) believes that conflict arises within a team when there are deviating views or there are irreconcilable opinions. Similarly, Cleary (2003) suggests that a conflict situation may take place in a team when two or more people have discordant goals, and each believes that the actions and inactions of the other party hamper them from attaining their goals. Having said that, Donaldson, and Sanderson (1996), Claim that conflict is an unavoidable occurrence in any organisational set just like the school; consequently, it behoves the principal to demonstrate forbearing, longsuffering, malleable, amenable, and less Judgemental leadership to be able to manage the staff. Chivers (1995) highlights that conflict handling presents the school principal the positive aspects that they could exploit to their advantage such as disagreements over policies in the school which may reveal fundamental problems that could be resolved.

For instance, Steyn and Van Niekerk (2013) postulate that in a conflict situation where there is a clash of opinions which eventually brings the central characters closer together, the principal could capitalise to foster a closer relation between the leading roles in the team as well as the dispute which clears the air. A creative imaginative project that was stimulated by conflict. However, it is argued the principal should endeavour to avert conflict from emerging within the team (Carvalho & Goodyear, 2018). Goker and Goker (2020) explain that in teamwork, the leader will have the arduous task of managing all kinds of people such as sulkers cynics, overbearing, prima donnas and aggressive types. Conflicts cannot be averted in the school setting; thus, it behoves the principal to fashion ways to manage conflicts. New tactics must emerge to enable the principal to manage conflicts which include the following:

- Ignoring the conflict and waiting to see if it disappears.

- Sitting down and talking to the people concerned

- Bargaining with people to give up on the promise of something else.

- Harnessing the energy into a new project which is more important.

- Threatening punitive or disciplinary action.

- Persuading opposing parties to give up in the interests of team morale.

- Encouraging antagonists/ protagonists to produce their solution.

- Motivating peer pressure in the team to suppress the conflict.

- Calling in a mediator from outside the team.

- Imposing a compromise as a team leader

- Helping opposing sides to talk and understand each other's point of view.

- Taking sides, yourself to add weight.

- Negotiating a solution so that both sides feel they have achieved victory without conceding their position.

- Signifying or encouraging career development to the parties concerned (Chivers, 1995).

Moreover, Nellitawati (2018) further extends the role of the principal in handling conflicts through the means of clarifying the type and calibre of conflict, the impact of the conflict on the team, the benefits that may accrue when panacea found to the conflict, paying attention to opposing views, involving others from inside or outside the team, outlining the effects of the conflict and the precise change relevant to the conflict and ultimately delineating the benefits of transformation to the team goal and purpose.

2.5.8. Monitoring Performance

The school as an organisation needs to harness the ambition to uphold team performance to aid members of the team in realising their full capabilities and potential (Hulse & Owens, 2019). The principal of the school usually undertakes such a task to make sure that the dignity of the team is safeguarded through routine supervision and monitoring of the team's performance (Sinkevicitute, 2019). Meanwhile, Garner (1995) and Chivers (1995) consider teamwork as an indispensable aspect of the customary functioning of a successful school, hence the principal owes it as a duty to regularly appraise the performance of the team continuously. According to Garner (1995) and Chivers (1995), the principal can undertake the ensuing activities to monitor the performance of the team:

- ❖ Hold systematic conferences with the vice principal of the school.

- ❖ Endeavour to communicate and bond with individual team members or staff by effectively talking and listening to them.

- ❖ Make the effort to informally jell with the staff to 'pick up' their feelings and emotions.

- ❖ Task team members individually to bring to the fore reports on progress during team summits.

- ❖ Make a conscious effort to scrutinise record books.

- ❖ Take a stroll around the ambience of the school to consciously screen the atmosphere.

- ❖ Request other teams and committees for team performance.

- ❖ Connect the appraisal of the staff to teamwork effective functionality.

- ❖ Keep effective records of all team meetings in a minute book.

- ❖ Hold routine meetings.

- ❖ Monitor attendance at team conferences.

- ❖ Monitor how the agendas of the team are implemented and keenly followed by team members.

- ❖ Keep an eye on how aid is given to the team by the school management team (SMT) and the school governing body (SGB).

Moreover, the principals as team leaders must pay attention to emerging tools of effective teamwork monitoring such as the quality of their communications as well as decision-making through the effectual monitoring and resolution of conflicts and problems in accordance and congruence with set organisational goals and objectives (Baharuddin, Masrek & Shuhidan, 2019). Of course, born- Barnard, Fletcher, and Steyn (2018) believe that the principal plays an important role in monitoring team performance by significantly, managing time and judiciously making use of time in order not to waste the time of teachers who are already burdened with many responsibilities and expert commitments. In support of the above assertion, Chivers (1995) brings to recognition the ensuing wasters of time in teamwork: less time spent in planning, being reactive instead of proactive, the dearth of assertiveness and the inability to say no when it is exigent, the establishment of impracticable deadlines and the display of apparent disorganisation and thoughtlessness. Additionally, Johari,

Wahat and Zaremohhzzabieh (2021) posit that in effectively monitoring the performance of the staff, the school principal should institute effective systems and operation procedures to curtail seminars and meetings that take too long to close, paying attention to effective and poor communication as well as acting proactively on minutes of meetings.

2.5.9. Creator and Risk-Taker

Bloch (2009) and Tucker (2010) believe that great responsibility lies on the shoulders of school principals to be able to adapt to change and transformation through creativity and risk-taking, especially in an era where changes to the status quo appear erratic and spontaneous. Thus, principals ought to play the roles of change implementers through creativity in responding to diversities of transformations for example changes in the curriculum. In the understanding of Ramparsad (2001) contends that principals find themselves in an awkward position since not all changes and suggestions offered by the Department of Basic Education sound helpful to their cause; nonetheless, they must assume the role of risk-taking appraising current practices and merge them with what is proposed. More importantly, all the changes currently facing rural secondary schools in South Africa demand a collaborative effort with visionary and creative leadership. It behoves the principal to work with others, listen to suggestions, accept points of view, and move to a centre of gravity by resourcefully taking the risk to do one or two (Chivers, 1995). Leibowitz and Porter (2019) equally conclude that a school that fails to take risks remains stagnant and may be left behind. In furtherance, they contend that even though is risky to venture into unchartered waters, the principal must be courageous to embrace change through the successful support of the entire team to move the school forward. The principal must innovatively use every teamwork opportunity to augment the school with values that bring improvement in the overall performance of the school. Meanwhile, Steyn and van Niekerk (2013) postulate that teamwork is the order of the day and has eventually become a new paradigm in organisational administration, leadership, and management in South African schools. Consequently, the principal's key role is to take advantage of this shift and equip the school to embrace change creatively. The responsibility is to apply available resources judiciously such as staff, and finance time and bring the team on board in accepting the risk involved (Thomson & sanders, 2010).

2.6.   THE ROLES OF EDUCATORS IN TEAMWORK

A study conducted by Johari et al., (2021) underscores the necessity of educators' contribution to teamwork. The findings implied that in the earliest part of teacher training and development, they should be exposed to teamwork skills and knowledge to inculcate in them a sense of innovation, the right standpoints, and approaches to teamwork success. Educators are expected to play a key role in the new industrial revolution through cooperation and collaboration in raising and educating learners that will meet the needs of the global economy. Duyar, Gumus and Bellibas (2013) concur that educators take a central stake in the administration of the school as an institution that is tasked with the ardent obligation of driving a generic vision. Similarly, Goker and Goker (2020) attest to the fact educators in teamwork play crucial roles in transmitting the objectives of the school into achieving Variables.

In the estimation of Lee, Kao, and Yang (2014) educators are placed at the heart of education to buttress the expanding innovations and educators are supposed to function through successful teamwork in their schools in the endeavour to train, shape, and produce students who will be an integral part of the innovative and creative upcoming workforce. It is important to recognise that the entire success of the school equally hinges on the role that educators play in teaming with the entire staff of the school to consummate the main objectives of teaching and learning (Carvalho & Goodyear, 2018). In addition, Zuraik and Kelly (2019) concur that the educator's team with the management of the school in the creation, introduction, and organisation of the school to improve educational outcomes and performance. They may suggest fresh ideas through creative thinking which may boost the school's overall performance. Educators equally assume the role of modernisers, custodians and overseers of the change process which may transmit into the school taking shape (Enzai, Ahmad, Ghani, Rais & Mohamed, 2021). Educators accept new tasks and possess undertakings that provide the platform for the growth and development of the school culture through team performance (Izzati, 2018). Hulse and Owens (2019) contend that as educators offer support through teamwork, principals and the entire school ambience assume positive vibes.

Lambriex-Schmitz, Van der Klink, Beausaret, Bijker & Segers (2020) explain that as teachers exhibit dedication to the successful implementation of instructional

programmes; they contribute to the success of learners by offering unflinching support, fostering caring bonds with learners as well as sharing of knowledge and skills. Studies point to the fact that educators play a key role in teamwork through effective communication corporative ambience and efficient schmoosing amongst themselves (Hong et al., 2005).

2.7. THE BENEFITS OF TEAMWORK IN ACHIEVING EDUCATIONAL GOALS

Ballard et al., (2017) contend that there are rewards to effective teamwork in education management; thus, teamwork brings about a decline in blunders in the workplace. Meanwhile, Baker, Salas, King, Battles and Barach (2005) theorise that effective teamwork breeds the proceeds of higher rates of satisfaction among employees and customers besides affording opportunities for continuous amelioration in professionals. Similarly, Hwang and Ahn (2015) equally concur that the benefits of teamwork also impact the school as dissimilar educator teamwork is connected to the positive influence on learners' readiness to learn, educators' dedication, educator entrepreneurial prowess and higher learner achievements in various fields of academia. Teams bring huge benefits to schools as learners begin to align themselves to the educator's execution of teaching through collaboration; learners can also rally around the common school mission and vision for their consummation (Ronfeildt, Farmer, McQueen & Grissom 2015; Shapira –Lischshinky & Aziel 2010; Tschida, Smith & Fogarty, 2015; Van Dam, Schiper & Runhaar, 2010). Al-Kayed (2020) contends that teamwork advances effective communication among team members which yields efficiency and resourcefulness. In teamwork, policies and procedures become sources of inspiration for the consummation of educational goals (Keplicz & Verbrugge, 2010). In teamwork, clear objectives are defined to bring about greater cooperation and collaboration in solving organisational bottlenecks. There is a sense of feeling of trust and the construction of belongingness as the diversity of team members collaborate to operate optimally (Hamdam, 2010).

2.7.1. Sharing the Load

Teamwork if effectively managed enables the principal to duly spread the workload of the school to accommodate each member of the team (Van der Mescht & Tyala, 2008). Moreover, Steyn and van Niekerk (2013) elucidate that the optimal functioning of the team is a prerequisite for success which implies that team responsibility must be

applied to the hilt. Teamwork brings out the plausibility of involving members in carrying the entire burden of the school together. A load of teaching and extracurricular activities equally become the shared duty of the entire school management team and not one individual (Polega et al., 2019). The strength of any team lies in the fact that members of the team augment each other positively in shouldering the load of the team (Matsuo, 2016). Similarly, Cohen et al., (2000) observed that in many schools, management teams can ostensibly define and allocate SMT Members their roles.

2.7.2. Interdependence

Literature suggests that there is a huge profit that the school enjoys if teamwork is successfully implemented in the school (Tarricone & Luca, 2002). Teamwork enables team members to create a positive atmosphere where togetherness is fostered as it enables the team to make far-reaching contributions to the successful attainment of educational goals. As team members perceive themselves as a collective unit, each team member can contribute maximally which eventually leads to consummating its goals at a far superior level (Johnson & Johnson, 1999). Individual work teams can trust one another and, in a sense, rely on each other for emotional and moral support about their work; fellow members are not embarrassed to learn from their more experienced teammates (Luca & Tarricone, 2001).

When the team is interdependent, team members feel indulged towards other members for the shared responsibility of the entire group instead of individual success and accolades. Team members become extremely excited to offer succour to their colleagues in the team when they are faced with challenges. In other words, they comprehend that they need each other and that the success of one is the success of the entire team. Team members are pre-emptive in sharing solutions during brainstorming sessions and are readily available to offer essential assistance when required (Smith, 1996). Smith (1996) accentuates that when there is interdependence in the school's teamwork agenda, team members are inclined to learn together and perform better as a team than as individuals. In the understanding of Oliver (2001) team members are empowered to attain tasks and performance that individuals cannot accomplish and perform as a pool of ideas surface during interactions in the team that make certain accomplishments quite easy. Bradley and Frederick (1997) assert that team members can work effectively when the school staff is independent as more

effort is aggregated in the group delivery than individual delivery. Farkas (2003) opined that it is expedient for schools to embrace teamwork through interdependence as team members perceive safety and a sense of belongingness.

2.7.3. Enhanced Relationship amongst Staff

Bencsik (2003) avers that the payback any successful school management team could enjoy is the level of cordiality enjoyed amongst the team members. Teamwork breeds success and hinged on improved relations and interactions among team members (Tarricone & Luca, 2011). As the staffing relationship becomes boosted team members can dialogue issues that affect them with openness and scrupulousness, exhibiting support and dedication to the team's cause. Staff members become reliant on each other for strength, and emotional support (Johnson & Johnson, 1999). Moreover, staff members find it easy to collaborate and consequently, create a strong work ambience and peaceful workplace. Staff members begin to show care for each other (Critchley & Casey, 1986). In furtherance, the staff of the school show a great deal of respect towards each other and bring mutualistic support to the table (Harris & Harris, 1996). Farkas (2003) buttresses that improved relations among teaching staff become the bedrock of the school's academic success as well as the realisation of improved academic performances. As the team becomes unified in their pursuit, greater heights of flexibility, innovation, creativity, and motivation are consummated in solving complex school organisational issues.

2.7.4. It Leads to Improvement in Teaching and Learning

In the understanding of Arcaro (2005), the core of the school's business at the end of the day is executing effective teaching and learning responsibility to learners. In this regard, teamwork can enhance such endeavour through quality management and leadership of the teamwork paradigm in schools through the successful deployment of resources more effectively and efficiently in driving the school to the desired success. To give credence to the above school of thought, Donaldson (2006) contends that there are direct benefits of effective teamwork for educators and learners in working in teams as it leads to the establishment of a professional teamwork culture in the learners through the educators.

In this regard, Marishane and Botha (2011) argue that the new educational reforms in South Africa demand efficient education service delivery which emphasises a suitable approach to the establishment of high-quality education through improving the quality of teaching and learning in schools. Captivatingly, Jorge (2010) discerns that team teaching produces numerous instructional and knowledgeable benefits, including the development of a dynamic, interactive learning environment, the creation of a model for facilitating the teaching of critical thinking within or across the learning areas and the establishment of innovative approaches and current issues in the learning area.

Educators working together can stimulate the quality of teaching and learning because they can share topics or chapters in the learning areas they offer. In team teaching, educators feel free to take those chapters that they are comfortable with and that is better compared to teaching individually as it enhances learner performance. During team teaching, educators can share skills, as one educator may be skilled at building morale, stimulating enthusiasm, or building confidence, and all skills shared may be improved through the quality of teaching and learning. Steyn and van Niekerk (2012) conclude that school success is solely hinged on the effective delivery of the curricula. Therefore, the school team can share certain common values and goals during contact sessions which can improve the successful delivery of the curriculum.

2.7.5. Optimum Performance

Phalane (2012) elucidates that teamwork brings the benefit of higher productivity among the teaching staff. This is because the team consists of educators with diverse degrees of talents, potentials, capabilities, and strengths which when harnessed properly amount to an aggregate pool of powerful resources that thrive on synergistic benefits. Similarly, Rafael, Sara, and Miguel (2017) in their study buttress the above claim through their empirical findings which draw on the fact that teamwork brings the benefits of improved overall staff performance because of effective cohesiveness. This means that as team effort increases individual workloads become lighter in totality and the greater group input yields much greater output. Meanwhile, Michaelsen (2013) is of the view that when people work in groups, it brings the best out of them as they can collaborate with their team members in resolving complex problems. One positive outcome of teamwork is the improvement in the quality of mutuality that is built among

the team members which serves as an opportunity to motivate each team member to bring out their best in them Lau, Kwong, Chong & Wong, 2014).

Working in teams accrues benefits such as the enrichment of educator optimism, and intrinsic and extrinsic incentives which culminate in increased productivity (Carvalho & Goodyear, 2018). Job satisfaction is always an issue for educators in rural schools which mostly impacts their optimum performance. This is overcome as educators work in groups in rural settings as is far easier for them, they work in the group together (Phalane, 2012). Moreover, Steyn and van Niekerk (2012) argue that in most schools, new and novice educators find it tough to be at their optimum best when posted into new schools. In this regard, new educators find it easier to perform in schools where teamwork is successful than in schools where there is no effective teamwork. Team members can learn from each other to improve their performance.

2.8. THE LEADERSHIP STYLES OF PRINCIPALS

Leadership is perceived as a complex concept from the point of view of literature and scholars (Styen & van Niekerk, 2012). Varying views of leadership incorporate a large terrain of research. Nonetheless, Van Niekerk (1995) suggests how critical implications and assumptions are the underlying elements when making inferences on the concept of leadership, namely leadership is primarily concerned with persuading followers and this persuading connects to achieving aims and objectives. Bolden (2004) appeals to the argument by the assertion that leadership is a multifaceted phenomenon that may glide on other significant structural, communal, and personal procedures. Moreover, Botha (2013) contends that leadership is dependent on a process of influence, by which people are inspired to work towards team goals, devoid of compulsion however through personal enthusiasm.

Meanwhile, Greenberg and Baron (1993) defined leadership as the process in which one person influences individual and team members through goal setting and goal consummation with no force or intimidation. Leadership is a communal operation through which individuals impact others; consequently, people in authority do not necessarily exert leadership, rather effective and effectual leaders in the position of authority combine authority and leadership to assist an organisation in achieving its goals (Naidoo & Petersen, 2015). Leadership equally is perceived as a procedure of navigating the conduct of others inclined towards the attainment of programmed goals.

Leadership implies supporting teamwork besides preparing others as leaders (Ryan, 2014). More explicitly, leadership is explained as focusing on the core business of the organisation thus, in the school situation it denotes establishing the school as a learning institution through the fashioning and maintenance of the philosophy of teaching and learning through the education leader (Charry, 2012). The fundamentals are impacting people through orders, provision of inspiration, the control of team conflict and effective communication with team members and subordinates (Van Deventer, Alava, Challens, Conley, Kruger, Mentz, Prinsloo, Van der Bijl, Van der Merwe, Van der Vyer & Van Wyk, 2016). Ryan (2014) concurs that leadership has an element of dominance in terms of the relationship between the assistants and the principal where the former ought to concede to the directives and commands of the latter. More precisely, leadership is all about the selfless succour offered by the principal in getting things accomplished through the efforts of others in teams. The leader, however, needs to offer quick responses to the team through certain routines and procedures of the school's functionality. Consequently, the leader must have key knowledge of the underlying forces involved in the process of getting things accomplished and executed through the team (Van Deventer et al., 2016).

According to Bell (2006) successful and effective leadership successful and effective leadership is deficient is deficient in underperforming rural schools in South Africa, and the panacea lies right at the bosom of quality leadership practices and styles of principals to change the narrative. The necessity in South African rural schools now is effective education leaders who possess the vision of where their schools need to be and how to get the school there through effective direction to their teams and followers. Literature has unearthed several debates in tandem with leadership and the practice of the school principal in terms of style of leadership. According to Thody (2000), the role and style of the principal are perceived as the commencement of the real nature of the principal. Others also accentuate the functional role of the principal and positional role where what the principal does and the setting or fiefdom of operation projects the demonstration of a particular leadership style or approach. Meanwhile, Sithy and Samsudeen (2020) accentuate that research about the leadership style of the principal remains inadequate and inconsistent in epochs. In their study, they contend that different principals may prefer to deploy one leadership style instead of the other due to suitability and the rate of success of that leadership style. Thus, one

may prefer a strongly democratic leadership style to an autocratic style. Consequently, it is difficult to determine whether a specific leadership style is better or more upright than the other. Certain leadership styles have been proven and evaluated through research to be effective as they exact positivism into team associates (Sithy & Samsudeen, 2020).

There is a wind of change blowing across the landscape of leadership and the style the principal uses (Gunawardena, 2015). Jay (2014) contends that rural secondary principals should be abreast with such change and modify the horizons of the people they work with. Consequently, the principal is there to ensure that all resources of the school are harnessed effectively by deploying a wide range of leadership styles to steer the school toward attaining its goals and objectives (Alagheband, 1997). Similarly, a researcher such as Babalola (2016), concurs that leadership entails the capacity of the leader to impact the activities of others to consummate the organisational goal of the institution through teamwork effort. Thus, the leader may deploy leadership flairs to realise each teaching and learning goal. Principals' leadership styles may serve as a boost to the consummation of educational aims through effective and efficacious teamwork classic, through stakeholder support and assistance (Crum & Sherman, 2008). It is documented and claimed that the effective performance of any teamwork model in modern school administration and leadership can never be consummated without an effective leadership style exhibited by the principal (Albugami, 2020).

Meanwhile, a study by Sukmaswati, Lian and Wardiah (2020) documents a gamut of leadership styles that have been used by different principals in different contexts such as democratic leadership styles, autocratic leadership style, contingency leadership style, laissez-faire leadership style, transactional leadership style, shared leadership style, transformational leadership styles, instructional leadership styles, sustainable leadership style, system leadership style, multifaceted leadership style, *hepta-holistic* leadership style and the African leadership style. On the other hand, Fulop and Mark (2013) argue that a plethora of rural secondary school principals find it challenging to choose the best leadership style that suits their school background. In the same vein, Sukmaswati et al., (2020) buttress the point that rural secondary school principals do not fully comprehend the correlation between the effective teamwork model and the leadership style of the principals. This leads to leadership crisis and teamwork

vulnerability as the amalgamation of the two schools of thought becomes parallel to each other.

Notwithstanding, the leadership styles of the principal are perceived to be extremely critical to education stakeholders in the modern era (Dumdum, Lowe & Avolio, 2013). Gil, Rico, Alcove and Barrasa (2005) contend that since leadership mostly is about inspiring people to achieve goals, attention must be paid to how the principal does it. In other words, the mediocre performance of a rural school could be mainly attributed to the leadership style practised by the principal. The debate has surrounded the teamwork capabilities of the school vis-à-vis the able leadership of the principal (Morgan Philips Group, 2020). Hence, the argument continues whether teamwork effectiveness and efficacy could be attributed to the leadership of the principal only. Moreover, Mikkelsen and Olsen (2019) highlight that the principal exerts far greater influence on any team hence the leadership style portrayed by the school principal is of paramount importance to effective school administration. Consequently, the concern of this study is to mirror the different leadership styles and practices in the face of the teamwork model and the efficacy of such a model in consummating educational goals.

Thody (2000) and Botha (2013) explain that school leadership has received international exposition and acute attention due to evolving conceptions of leadership specifically in the last five decades. This is because schools and educational administrators are continuously seeking ways to improve their teaching and learning which are the ultimate goals of the school. Besides, the search for the leadership process, leadership traits and principles is an ongoing debate. In addition to the above, studies have accentuated the functional role of the principal, which is what the principal does instead of the context or the ambience of his or her operation. This leads the dialogue to the dissimilar conception of leadership styles of the principal and the underlying theories.

2.8.1. Autocratic Leadership Style

The autocratic leadership style is the kind of leadership where senior managers make all the decisions without the involvement of team members and subordinates (Bounds et al., 2013). It is comparable to the characteristic 'military' style of leadership. Thus, in the understanding of Goddey (2017), this kind of leadership does not offer adequate

praise than disparagement as all decision-making powers rest with the principal or the leader. The leader more often refuses to heed suggestions from team members and may shun all forms of approaches or initiatives by subordinates. In the understanding of Hargraves and Goodson (2006) autocratic leadership style is an extreme form of transactional leadership, in which absolute power rests with the leader over employees and it affords team members little opportunity to offer suggestions though such may be in the best interest of the organisation. Power is centralised through self-administration; the leader arrogates to himself full responsibility as well as authority. The leader may keep minimal contact with team members as duty distribution may be done but decision-making is without team members' involvement (Hoy & Miskel, 1992; Oliyan, 1997; Smylie & Jack, 1990).

An autocratic leadership style permits quick decision-making without laborious bureaucratic engagement with team members, particularly in times of organisational crisis (Bounds et al., 2013). In furtherance, autocratic leadership breeds privacy with regards to keeping sacred organisational information to leadership as the decision for the entire group or team rests in the bosom of the principal who may decide to share it only when they deem it suitable (Goodnight, 2011). This is perceived as efficiency in terms of the administration of the school as decisions are dispatched quickly without the dogmatic dalliance seen in other leadership styles (Santrock, 2007). Even though the autocratic leadership style seems to be one of the most criticised leadership styles, however, it can boast of merits such as being a natural leadership style that thrives more especially in situations where the working environment is under pressure and over troubled (Iqbal, Anwar & Haiden, 2015). Similarly, the autocratic leadership style can leapfrog the leader or the principal to assume a leadership position when the team associates are caught in a quagmire of not being able to reason beyond the box.

Despite the merits, antagonists of autocratic leadership style contend that it is resented by team members as they do not embrace being dealt with in that way. They further argue that it does not allow teamwork to thrive and blocks innovation from members and subordinates (Bell, 2013). Bounds et al., (2013) share a similar sentiment that more often life is mostly about two- communication which motivates the leader and the team members; however, the autocratic leadership style does not encourage such. In the opinion of Goddey (2017) autocratic leadership results in astronomical heights of employee truancy and debased turnover of employees. Moreover, autocratic

leadership centralises power and arrogates decision-making to himself, nonetheless, may turn to blame team members when things do not go well (Abid, Saghir, Misbah & Ayesha, 2017). This leadership frowns absolutely on the delegation of powers and distribution of leadership responsibilities which often leads to the feeling of alienation by team members (Abid et al., 2017). The point of departure is that autocratic leadership still has a place in the modern-day world leadership conundrum since we are surrounded by a lot of chaos in our schools, especially in rural settings. In addition, it is most suitable in crises which may warrant rapid decision-making.

2.8.2. Bureaucratic Leadership Style

Bureaucracy often stems from the philosophy of the bureaucratic organisational structure model where subordinates are trained to follow strict rules and orders (Bischof & Mestry, 2003). Principals or leaders of schools are inclined to follow such rules to the hilt as they eventually inspire and urge their team members to follow suit (Amanchukwu et al., 2015). It is defined as an organisational structure that is characterised by many rules, standardised processes, procedures and requirements, the number of desks, and the almost impersonal interactions between team members (Botha 2013). A prominent feature of this leadership style is that the principal usually employs a top-down communication structure through which information cascades to team members and subordinates (Santrock, 2007).

More specifically, the principal issues orders according to the parameters of the school's vision, and mission, and all other stakeholders and team members must come on board to ensure that the educational goals and objectives are executed according to the stipulated guidelines (Shaefer, 2005). Bounds et al., (2013) conjecture that a bureaucratic leadership style is more suitable in a dangerous work ambience where certain standard procedures are to be adhered to in ensuring the safety of team members and other employees. Meritoriously, this leadership style is more convenient in an initiative-taking team, with well-structured and defined procedures in an effective ambience (Bounds et al., 2013). It breeds separation of jobs and relationships, a clear definition of roles enables strict adherence to regulations and standards, and specialisation can be very efficient (Santrock, 2007).

The drawback of the bureaucratic leadership style is that it is ineffective in teams and organisations that rely on flexibility, creativity, or innovation. Little opportunity is

afforded to explore creativity or new ways of working as leaders become followers of mere procedures whether those procedures are effective or not. It further discourages competition among team members, slow adaptation to change and transformation, and delights in the status quo (Bounds et al., 2013).

2.8.3. Charismatic Leadership Style

Charismatic leadership is a type of leadership in which authority derives from the charisma of the leader (Adair, 2005). Meanwhile, Goddey (2017) describes this leadership as the kind of leadership where the leader exudes inspiration and eagerness in their team members as well as staff as they energetically drive them towards the attainment of the organisational vision and goals. The widespread feature as concurred by Amanchukwu et al., (2015) is the high disposition of the leadership to offer inspiration to employees and the energy to move forward. Such motivation becomes the bedrock for team efficacy and productivity and eventually leads to the consummation of organisational goals. Charismatic leadership is optimistic from the leader and the followers (Bell, 2013). Nonetheless, the contention lies in the fact that charismatic leaders have a strong disposition to have more self-belief than their team members (Goddey, 2017).

The danger intrinsic in this kind of leadership is that the entire vision of the organisation or the school may not survive in case of eventual demise or removal of the leader from office. The success of this leadership is perceived in the eyes of the followers as the presence of the charismatic leader who is seen as the hub of the organisation. Consequently, there is a great responsibility on the shoulders of the principal or the leader the team members need long–term commitment from the leader to execute the vision of the school. In a similar vein, critics of this leadership style have bemoaned the quantum of trust placed in the leader instead of the employees which results in the idea that the leader is incorrigible or beyond reproach. Moreover, charismatic leaders may ignore the right admonition from team members when the path of leadership is getting out of hand; there is always the temptation to feel invincible and that can destroy the entire team and the school (Bell, 2013).

2.8.4. Contingency Leadership Style

This style of leadership is premised on the impression that the principal each day faces a unique circumstance and must accordingly deal with each situation as such (Yukl,

2013). The effectiveness of the principal in leading the team is dependent on a particular situation therefore, the principal exploits space and time to bring success and improvement in a context-bound scenario. The rudimentary conjecture is for the principal to identify certain situational factors and respond through the team by effecting an action (van Deventer et al., 2016). This kind of leadership is based on Fielder's contingency theory of leadership which commences with task-oriented leadership (analogous to job-centred and initiating behaviour) as well as relationship-oriented like employee-centred and consideration behaviour (Zakeer Ahmed, Allah & Irranullah, 2016).

However, this leadership style is contended to move beyond the leadership -behaviour or approaches as the leader mirrors personality rooted in individualities presumed to be task-oriented and relationship always oriented (Garland & Tadeja, 2013). Similarly, Bello Amed (2015) opines that there is no single leadership style that can fit dissimilar types of schools or organisations. In other words, contingency leadership is suitable for certain situations since the leader or the manager is afforded the flexibility to consider the nature and characteristics of the school or the organisation to determine which leadership practice will be suitable and apt under any given circumstance.

Fiedler (1993) argues that in the contingency theory of leadership, the leader primarily relies on situational elements inter alia uncertainty and stress which may stimulate anxiety in leadership. In consequence, the debate is premised on the conception that anxiety-stirring conditions cause the leader to fall back on preceding effective strengthened performance patterns. Subsequently, the efficacy of the leader's performance is contingent very much on the degree to which the evoked leader's reactions match the demands of the situation. Similarly, Achumine (1998) opines that the contingency leadership style prides itself on administration and leadership in which the leader is primarily concerned about the unique characteristics of the school to regulate which leadership approach and practice is more resourceful. This leadership approach connects to management conception and practice that effectively management should glide on planning, organising, leading, and controlling; but must be tailored to a specific circumstance faced by the school (Levine & Hogg, 2012).

The advocates of contingency theory or style of leadership accentuate the fact that the school principal's leadership success is reliant on his or her ability to apply the right

leadership smartness to the right situation (Bella, 2015). Consequently, it could be understood that the contingency leadership style does not capitulate to the rigid and die-hard defiance of sticking to one form of leadership approach at the detriment of other equally competent leadership styles (Levine & Hogg, 2012). Instead, the leader employs versatility in dealing with dissimilar organisational contingent circumstances. In connection to the above school of thought Alice (1997) observed that when it comes to the contingency leadership approach, no single leadership style is the "chosen one" but the leader leads the team through snowballing contexts that warrant suitable responses to the gain of the entire team.

Charry (2012) believes that contingency leadership practice allows the leader to consider a gamut of factors and variables relevant to the ambience of operation in terms of making decisions. Such may comprise the personalities of the team associates, the ethos of the leader and the manifesting circumstances (Lamb, 2013). The effectiveness of leadership in achieving educational goals pivots on the extent of the quality of the vision of the principal and the application of a specific style in resolving issues amongst the team per the demand of the situation (Naylor, 1999).

2.8.5. Laissez-faire Leadership Style

"Laissez-faire" denotes "leave it to be in French. It refers to leaders who permit their employees to work on their own (Goddey, 2017). Bass and Avolio (1997) conceptualised this leadership style where the leader averts the effort and act of decision-making and choosing amongst presented alternatives. The leader or the principal of the school may relinquish responsibilities entirely to team members and subordinates (Bass 1998). Botha (2013) postulates that the leader assumes all team members are aware and recognise their responsibilities; consequently, it does not make sense when the group or subordinates are pushed to do their jobs. In such a scenario Bounds et al., (2013) believe that the principal only takes initiative and has a deep expectation that followers and team associates will follow suit and respond in accordance. The principal does not exert any effort to seek performance improvement. Haleem (2020) contends that the leader fails to provide leadership as subordinates are on free rein to decide their policies and methods. Similarly, Bounds, et al., (2013) conclude that this leadership style permits extreme independence to subordinates and

does not lead them every step of the way however inspires them by trusting the individuals to do things themselves.

Many scholars have argued that the laissez-faire leadership style exudes confidence in subordinates as an authority is delegated to team members which can motivate them extrinsically as well as empower them and provide the platform for competent team members to learn to exercise their discretion and imbue in them leadership indirectly (Bounds et al., 2013).

Conversely, the laissez-faire leadership style may also demotivate team members as there is no clear-cut policy direction for the team members (Edeirisinghe 2020). Additionally, according to Goddey (2017), in rural settings, Laissez-faire leadership can be highly effective when the leader concentrates on the tasks and achieves educational objectives, while also employing effective communication methods with the team of staff regularly. In a similar vein, this kind of leadership is applicable in a situation where the leader can set standards to measure the performance of the team (Goodnight 2011). Consequently, subordinates are empowered to make judgements concerning teamwork; they are furnished with effective teams and means to be successful without the primary involvement of the leader (Chaudhry & Javed, 2012). Meanwhile, it is contended that this kind of leadership style is successful incumbent on the fact that specialist care is conducted and monitored by the leader regularly through an effective feedback mechanism (Ololube, 2015). Furthermore, this leadership style is most effective in circumstances where team associates are very experienced and mature in their work and equally possess the skills of self-initiative (Northhouse, 2013).

In the purview of (Goddey, (2017) this style of leadership is often rampant in schools and organisations where managers and principals fail to exert and mediate the relevant control sufficient to steer the organisation forward. In a more concise discourse, Greenberg, and Baron (2009) reckon that the laissez-faire leadership style is complicated to defend. Nonetheless, if the team members have expert motivation and precise knowledge about issues, they can make their own decisions to the benefit of the entire school. Thus, the chief benefit of the laissez-faire leadership style is the permission to team affiliates in terms of the amount of autonomy they may enjoy which may eventually result in higher productivity and level of job satisfaction (Ololube,

2013). Notwithstanding, a Laissez-faire leadership style could be detrimental if team associates do not judiciously manage their time efficiently or do not possess the relevant expertise or enthusiasm to undertake their work. Conversely, the dearth of apparent direction and sense of purpose from the leader may result in extrinsic and intrinsic demotivation to the team associates (Bounds et al., 2013).

2.8.6. Participative leadership style (Democratic leadership style)

Democratic leadership style is knowledge-based leadership that glides on the skills and knowledge of the team members during critical decision moments (Bounds et al., 2013). It is a more teamwork-based leadership style which equally prides itself on the "majority rule" conundrum. It is perceived as a shared and collaborative leadership style where the leader distributes leadership responsibilities to all team members (Botha 2013). Decision-making is spread across the team associates for personal contributions through invitation to the table of resolution, even though the ultimate decision may be taken by the principal, the due process is followed to bring all team members on board (Goddey, 2017). Similarly, democratic leaders believe in including team members in the decision-making process to inspire creativity and innovation in the workplace (Amanchukwu et al., 2015). Bell (2013) substantiates that when team members participate in decision making it brings the best out of any team and members become very engaged and focused.

Van Deventer et al., (2016) outline the ensuing typical characteristics that broadly distinguish the participative leadership style:

- ❖ It permits more involvement and consultation with followers without dictating to them or relinquishing to them.

- ❖ Participative leadership is teamwork or group-centred, with decentralisation of authority and decision-, making.

- ❖ It also devolves planning, organisation, and control.

- ❖ The participative leader is bendable and can execute leadership skills by the dictates of the background and usually guides the subordinates by persuasion.

- ❖ A healthy balance is maintained between task-oriented people and management style.

- ❖ Tasks, responsibility, and authority are delegated, and staff, learners and parents participate in the decision-making and planning process.

- ❖ An open-door policy is followed, and the opinion of staff is regarded as valuable in the decision-making process. Hence, two-way communication takes place, and a healthy school climate and teamwork spirit are fostered as good human relations are maintained.

- ❖ Policy of a positive nature rather than a disciplinary nature

- ❖ Control with a view to corrective behaviour and development

- ❖ Good human relations

Across the literature, scholars have not shied away from the fact that democratic leadership style exudes benefits such as team members being inclined to high job satisfaction. Elevated levels of productivity are common features of this leadership style and the development of employees' skills as they become an integral part of leadership. According to Naylor (1999), there is a feeling of empathy from team members. Likewise, Goddey (2017) opines that a democratic leadership style brings a high degree of job satisfaction to team members such satisfaction imbues in the employees a greater feeling of confidence as most employees begin to sense that they are in control of their destiny. The engine room of the democratic leadership style is the elevated level of team participation and involvement in the decision-making system of the school which equally yields job gratification and consummates a high level of productivity besides improvement in team performance (Sithy & Samsudeen, 2020). Moreover, the motivation levels of the team go beyond financial incentives as they work as a team (Mikkelsen & Olsen, 2019). Furthermore, the ensuing advantages also come with the participative leadership style (van Deventer et al., (2016):

- ❖ There is simultaneous two-way communication of information and ideas.

- ❖ Staff, parents, and learners are inspired to attain the vision of the school.

- ❖ The staff bring on board ingenuity and originality.

- ❖ There is a very calm school atmosphere and staff feel inspired to contribute to management.

- ❖ Authority is effectively implemented.

- ❖ Staff confidence is boosted as they become more involved in planning, decision-making, and control increased.

- ❖ Job satisfaction is through staff development, delegation of responsibilities and making more interesting.

- ❖ Positive human relations are evident in the school.

- ❖ There is an atmosphere that enables staff and learners to develop to their full potential.

- ❖ Staff turnover is reduced.

Democratic leadership style has its fair share of problems and bottlenecks since the unhappiness of one team member may eventually be contracted by other team members which may delay the decision-making process (Ibara, 2010). Thus, where promptness and efficacy are essential democratic leadership style may fade (Amanchukwu et al., 2015). More especially, during a crisis, teams and school management teams can waste precious and essential time in soliciting ideas to make decisions. Less skilled, less experienced, and less knowledgeable team members may not be able to offer any meaningful resources for informed decisions by the leader or the principal (Amanchukwu et al., 2015).

Van Deventer et al., (2016) argue that if care is not taken the democratic leadership style may lead to over-participation and decisions may be too laborious and time-consuming. Disagreements may take place which may eventually scare staff members to stay away from participation to avert any confrontations and tug–of–war not forgetting the dearth of constructive and clear direction which may prevent objectives from being attained. Certain staff may not be able to function effectively without close supervision.

2.8.7. People-Oriented Leadership Style.

People-oriented leadership is the opposite of task-oriented as it is more concerned about placing a high premium on the organisational structure, and supporting role that the leader can offer the team to function to its optimum (Adwelle, 2004). Meanwhile, it opposes task-oriented leadership, yet it has similitude to the participative leadership style since it inspires teamwork ethics and developing partnerships. Wilson (2016)

contends that the people leadership style although has not been widely propagated, remains a critical leadership style specifically in the education sector where one entirely deals with people in all the facets of the organisation. People-oriented leadership promotes stringent staff development programmes for the people to be abreast with team progress (Davidoff, 2005). Meanwhile, Love (1994) accentuates that the people-oriented leadership style is premised on the maintenance of healthy working relationships through the outward expression of feelings, teamwork, harmonising, and compromising.

Consequently, such leadership is uniquely placed to exhibit the subsequent: placing the suggestions of other team members into operation; caring for the welfare of the other members; being welcoming and personable; unreceptive individual denigration of group behaviour; granting audience to other group members by all means; being polite to call group members by their first names; seeking and securing endorsement on matters before going ahead; engaging in friendly comments during meetings and not taking sides during discrepancies.

2.8.8. Servant Leadership Style

Goddey (2017) explains that a servant leader does not have formal recognition by the team. This means in the team there is always that team person who lends help here and there without being formally asked to do so in meeting the essentials of the team. This leadership although is perceived to be synonymous with democratic leadership. The only difference is that the servant leader considers the needs of others before considering the needs of the team. Leaders who are servants seek the greater good of the school by serving the school first and prioritising the school before their objectives and goals (Campell, 1990). The main goal of the servant leader is to furnish assistance to the team members and the staff Aida (2021). Servant leadership is fundamentally dissimilar to other traditional leadership styles due to the ensuing: inclusivity, personal needs, customer focus, and ethical implications (Aida, 2021). According to Greenleaf (1970), the servant leader leads under the succeeding principles: listening, empathy, healing, self-awareness, persuasion, conceptualisation, foresight stewardship, commitment and building community.

The debate has surrounded the benefits that the servant leadership style brings to the school such as better collaboration, stronger teams, positive work ambience,

employee commitment, trust and loyalty, greater organisational agility, support of a culture of belonging, accelerated learning and development and fostering eldership everywhere.

This leadership style is known for its ensuing characteristics: teamwork, employee satisfaction, adaptability, motivation, transparent communication, authenticity, and accountability (Aida, 2021). Aida (2021) highlights the strategic importance of the servant leadership style such as leading by example (humility, authenticity, and trust), demonstrating the importance of their work (awareness and purpose), encouraging collaboration (community–building and commitment), supporting the growth and development of the team (through foresight and resourcefulness) caring for team members (empathy and compassion) and asking for feedback (listening skills).

2.8.9. Task-Oriented Leadership Style

Goddey (2017) describes task-oriented leadership style as the leadership that is based on objectively doing the job at hand at all costs, and by hook or crook. In the understanding of Moghaddam, Ghanbari and Hosseinzadeh (2011) task-oriented leadership prides itself on the performance of the task as a prerequisite in meeting the objectives of the school, in this regard, the school principal actively delineates the roles and functions of the school management team and establishes clear structures to organise, plan and monitor performance standards of the team. Additionally, resources are furnished to the team to enable them to consummate their goals and equally function optimally (Forsyth, 2010).

The crust of this leadership style is the strong inclination to acutely focus on getting the job done through effective planning, directing, and solving intrinsic and extrinsic managerial problems of the team (Ryan, 2014). Such is attained through the subsequent: planning the activity of the day in detail for the team, maintaining the expected standards of performance, informing team members what is expected of them, getting things done first, placing emphasis on meeting targets, rapidly moving the work forward, ensuring that team members align themselves to the line of the school, ensuring that there is proper coordination among the functionality of team members and having the ability to critique poor work done (Garland & Tadeja, 2013).

The opponents of task-oriented leadership have frequently argued that the task-oriented leadership style does not take into consideration the general and specific well-

being of their staff, the leadership approach could be affected by the poignant imperfections of the autocratic leadership style Babalola in terms of finding the effective motivation for the team to perform to the optimum (Babalola 2016).

2.8.10. Transactional Leadership Style

The transactional leadership style is defined as leadership based primarily on the deployment and usage of social exchanges for transactions (Robins, 2007). Marishane and Botha (2011) depict transactional leadership as the relationship that a leader has with his followers based on the exchange of valuable things from both sides. In this context of leadership, leadership and team members concur on specific goals and objectives to be attained; the consummation of such aims drives reward and punishment motivation (Jones & Rudd, 2007). Bounds et al., (2013) share a similar sentiment that the transactional leadership style focuses on strong leadership and team performance with rewards and punishment as the baseline for inspiration. It is equally shrouded in the subsequent traditions: performance of people is at the peak when instructions are clear and definite; team members are motivated by rewards and punishments; followers are to be obeisant to the instructions and commands of the leader or the principal; team members or subordinates are to be constantly supervised (Bounds et al., 2013).

Moreover, Marishane and Botha (2011) buttressed the above assertions by concluding that the transactional leadership style thrives on pseudo contractual relationship that may exist between the school principal and the educators. Since team members and employees decide to obey the leadership, it behoves the leader to also fulfil their part of the bargain by paying the team members in return for their effort (Goddey, 2017). Furthermore, the leader assumes the position of power to be able to meet punitive measures against team members if their work performance is not up to the required standard. Consequently, the transactional leadership style thrives on the following four functional pillars: in the purview of the leader, the relationship between managers and subordinates or team members is purely an exchange system- you give me something for something in return; the fundamentals of this leadership style is rules and standards as the bedrock and team members or subordinates are not inspired to exhibit creativity in finding remedies to arising problems and difficulties in the school (Bounds et al., 2013).

The demerit of this kind of leadership style is that it does not yield high employee efficiency and productivity as well as job satisfaction. It shows itself as more potent in schools where few problems are clearly defined. It may work in limited scope, however, generically, it is an inadequate leadership style in schools where complications exist as both leaders and followers are averted from achieving their best and full potential and capabilities (Lamb, 2013). Critics have argued that employees who work under this leadership style function under some form of duress and build up elevated levels of stress due to the negative and positive inspirations of reward and punishment (Charry, 2012). Thus, instead of the transactional leader applying the mechanism of reward and punishment as the functioning tool, corrective and remedial practice could be the ideal path to follow to unlock the full potential of employees even if employees or team members fail to meet the performance standard (Goddey, 2017). Moreover, transformational leaders do not embrace change but are inclined to stick to the status quo (Hallinger, 2007).

2.8.11. Transformational Leadership Style

Transformational leadership style can be defined as the leadership style based on the visionary prowess of the leader and the influence of this vision on team members or employees (Bounds et al., 2013). When leaders and followers join hands in pursuit of higher common goals (Barnett, 2003). Similarly, Hallinger (2007) posits that transformational leadership is a step higher than just diffusing a sense of mission, stimulating learning experiences, and inspiring new ways of thinking transformational leaders are frequently perceived as pivotal to school success. Thus, transformational leadership is anchored on the strength of the vision of the leader as team members are inspired to follow and accept modifications in terms of their anticipations, opinions, and inspirations in functioning towards the widespread goals of the organisation (Bounds et al., 2013). Transformational leadership thrives on the connection and engagement between the leader and the team members in this respect the principal and educators which may lead to greater motivation in the team fellows as well as the leader himself or herself (Lamb, 2013). Charry (2012) opines that the motivation that comes from the leader is important since it aids the group to focus on teamwork and group performance in fulfilling the potential of the school.

Bounds (2013) reveals four dissimilar constituents of transformational leadership:

- ❖ Provision of meaning and interest: transformational leaders query existing structures and systems in schools or organisations. Teamwork is moved to a higher level as the leader encourages followers and team members to exhibit flair and resourcefulness by doing things anew and learning new opportunities.

- ❖ Coach and mentor: transformational leadership involves giving sustenance and reassurance to individual team members. For loyal relationships to be fostered transformational leaders keep lines of communication open so that team members and associates feel free to disseminate ideas and information so that the leader can offer direct recognition of all contributions. Scholars such as Babalola (2016), Mohammed, Yusuf, Sanni, Ifeyinwa, Bature, and Kazeen (2014) concur that transformational leaders show dexterity and imitative however, more importantly, communicate to the team members through visions and goals of the school. Such effective communication inspires the team members as they learn to support the leader and eventually learn to become like their leader.

- ❖ Inspires: transformational leaders have an unobstructed vision that they can share with followers. These leaders are also able to help team members experience the same passion and motivation to fulfil these goals.

- ❖ Lead by example: The transformational leader serves as a role model for team members since team members trust and respect his or her leadership and they aspire to be like the leader and internalise his or her ideals.

Meanwhile, transformational leadership is perceived as a critical success for rural secondary schools in South Africa (Hallinger 2007). This is because the conceptualisation of this leadership style is not only built on the above-discoursed strategies but also on trusting subordinates, vision developing that accommodates the entire team, keeping a certain amount of levelheadedness, encouraging risk, being an expert, inviting dissenting views from team members and making the decision- making processes quite simpler as well as involving (Grobler, et al., 2012). Besides, transformational leadership is distinguished based on proactiveness, changing the organisational through the implementation of new ideas creating the right environment for employees and team members to attain goals in the principles of ethics (Hallinger, 2007). Furthermore, transformational leadership permits stronger motivational

interests that bring a higher level of awareness in terms of teamwork and team interest; not relegating to the background the intellectual stimulation of team members who promote ingenuity, invention, and critical thinking skills.

2.8.12. Hepta- Holistic Leadership Style

Hepta holistic leadership style in the understanding of Beeka (2008) stems from seven essential fundamentals (*hepta*) of holistic thinking, which enables school principals to place their leadership lenses on a broader spectrum to mirror the school as an organisation with the interconnectedness of the various elements that constitute the larger system, patterns, and objectives. The fulcrum of *heptaholistic* leadership style is hinged on the relationship that exists in the school faculties or departments that can be harnessed as the involvement of people or teams that will help create a powerful force of integration (Beeka, 2008). Consequently, holistic leaders are not just givers of orders and instructions to team members but are researchers and searchers themselves of effective ways of ameliorating the lives of the teams that collaborate with them, through the eradication of leadership problems and hardships through their roots. Foundational team bottlenecks in the process such as high stress levels and low levels of productivity may be eradicated in the process by the leader (Grober, Bishoff & Beeka 2012). Grobler (1992) buttresses the above school of thought holistic analysis and thinking are the bedrock of this leadership style.

Thus, the leader is expected to comprehend how the dissimilar departments and compartments of the school function and are effectively synthesised to consummate the educational aims or missions set for the school (Purkey & Schmidt, 1987). According to Beeka (2008), a holistic leadership style permits the principal to delegate a certain degree of responsibilities and duties to leadership in various departments of the school without compromising the bigger picture they have in terms of the vision and objectives of the school. Though one could concur with the above disposition, Riley and Mulford (2007) argue that such a task is too much for the leader to be able to achieve without a proper system in place such as an effective communication system which happens to be one of the seven essential elements that holistic leadership thrives on. Nonetheless, the tenacity of the leader is brought to the fore as the leader strives to build and maintain a sense of vision, culture, and interpersonal relationships among the various departments of the school. Heptaholistic leadership

style may receive a gamut of criticisms because of the modus operandi that proponents of this leadership style have put forward, however, such as lacking attention to detail and experiencing high-stress levels, especially the leadership, one cannot also discount the fact that it could be more effective in leading larger organisations or bigger schools where there are different levels of responsibilities (Beeka 2008). The seven critical elements that support heptaholistic leaders are as follows:

- ❖ The creation of a professionally inviting school climate and culture.

- ❖ Effective communication.

- ❖ An ethical foundation.

- ❖ A vision of excellence.

- ❖ Empowerment of team members.

- ❖ Personal mastery and

- ❖ Authentic teamwork (Beeka 2008; Grobler and Vande Merwe 1996).

Meanwhile, Grobler et al., (2012) opine that each of the above-mentioned essential functions in a conducive school ambience which equally inspires people to give their best in their teams to achieve the organisational goals. Thus, the above-mentioned essentials point to the effective teamwork model in achieving educational goals and objectives. The culture of leadership needs to be propelled by the principal in such a way that educators are prepared to be professionals which may equally transmit into the classroom an alluring culture which may render support to the leadership style and bring improvement to educator competence besides learner motivation to learn (Beeka 2008).

The key question is how the seven rudiments help the school principal to be all-inclusive and universal in dealing with the team and the school staff in achieving efficacy and effectiveness in the school leadership. Judging from the different ranges of leadership styles that the principal could deploy, there is no denying the reality that most of them are concomitant with merits and demerits which can cancel out each other equally (Huges & Beatty 2005). the solution is not far-fetched since the exposition of the seven elements would enhance the principal to become an all-around

collaborator. For instance, Grobler (1992) asserts that as the principal becomes more open and invites the team members to open dialogue, they become more inspired to own the vision and mission of the school and aid bring it to realisation. Consequently, the understanding is grounded in the philosophy that invitational management gives credence practice of participation management where team members are perceived as valuable to the organisation and participate in the decision-making process (Purkey & Schmidt, 1987). The principal intentionally institutes programmes that are designed to invite the development of the school and thereby unleashes the capabilities and potentials of team members Tsauchiya (1996). What makes the *heptaholistic* leadership more vibrant is the inviting culture that may also solicit the views of parents and concrete feedback from team members or employees.

Beeka (2008) asserts that the effectiveness of any leadership style is the ability of the leader to effectively communicate his or her ideas, to the followers or team associates; the ability to explain and communicate different opinions to cosmopolitan and diverse team members; the ability to coherently communicate educational values to team members and be understood by all stakeholders; demonstrate openness in the team by asking, listening and expediting action on crucial information and exhibiting finesse, tenacity, resilience and inspiring team members when they are pessimistic. Moreover, *heptaholistic* leadership style demands the principal to be an effective communicator who can make team members comprehend complex information by communicating it simply to them.

Furthermore, an ethical foundation is assumed to be one of the essential foundations of a *heptaholistic* leadership style which considers self-esteem, respect, elevated levels of commitment and tenancy, leading and serving by example and practising what is preached (Eastman 1995). Cowell (1995) postulates that *heptaholistic* leadership thrives on the ethical pillar of a strong demonstration of trust, respect, dignity and strong moral care towards team members and subordinates. This is echoed by Sergiovanni (1990) who suggests that moral authority and not bureaucratic authority adds extra value to the practice of leadership, and this is the secret of most successful principals who can extract commitment and dedication from their team members. Bauch (2006) explains that ethics in leadership can bind the principal and the team members to the development of essential moral character. Consequently,

this influences the principal's inclination to be obligated and committed to policy directions and decisions of school management teams.

The imperative nature of ethics also compels the leader and his followers to build a compelling sense of accountability. This builds also in the team members the sense of dignity, self-respect, and interdependence of the group (Hariparsad 2006). For *heptaholistic* to be firmly integrated consolidation of vital aspects of ethics is essential such as principals providing leadership that demonstrates dignity towards team members and staff; principals showing obligation and drive at the highest pedestal through the media of care and doers of their leadership sermons; using morality as an authoritative weapon to extract high performance among educators and learners paying great attention to integrity in day-to-day dealings (Beeka, 2008). More importantly, the argument has centred on leadership resolve to keep an effective balance between ethics and firmness, thus in the understanding of Beeka (2008) such will succour in building character and indoctrinating the educational leadership philosophy of the principal in the team and court the support of the team besides staff.

Wright (1996) asserts that every effective leadership philosophy is embedded with a strong vision shrouded in an excellent mission statement. Heptaholistic leadership comprises an enthusiastic vision that is suitable for the school or organisation, it derives its drive from the input of the staff as the team. In the understanding of Beeka (2008: 1050), holistic leadership thrives on effective communication of vision plus mission. Vision entails the provision of a clear path of growth and the execution of tasks to consummate the mission and vision (Maxcy, 2001). An effective leader establishes standards for rules of engagement in the school such are geared towards attaining excellence in the vision which is the desired future destination of the school envisaged by the leadership. Such can be attained through a painstaking approach of communicating the vision to the team to motivate them towards its clear realisation. To avert the crisis of school leadership in secondary schools especially in rural areas in South Africa there is a need for *heptaholistic* leadership built on the key component of effective vision and excellence (Peters & Austin, 1988). The vision in the understanding of Wright (1996) must work in tandem with the empowerment of team members to enable them to own the school and show proper care. An effective empowerment agenda will encourage the principal to equally seek the involvement of the team and promote educational leadership based on the active participation of all

stakeholders (Styen & van Niekerk 2012). Consequently, empowerment implies that staff members are trained under the vision of the school and are afforded the opportunities to make meaningful and impactful contributions to the implementation of the vision.

2.8.13. Instructional Leadership Style

Instructional leadership describes the key role played by the principal in the endeavour to attain excellence, by leading the instructional programme of the school (Richardson 2005). The instructional leadership style demands that the principal play three critical roles inter alia: defining the school mission, managing the instructional programme, and promoting a positive school ambience through teamwork (Bush & 2014). Manaseh (2016) highlights the fact that instructional leadership is concurred by scores of scholars to be one of the effective leadership styles that helps the principal consummate the school objective through teamwork by effectively impressing educators to execute effective teaching and learning. Amongst the plethora of duties of leadership, the instructional leadership style places the secondary school principal in the position of administering the education curriculum; ensuring high-quality teaching and learning as well as effective use of time for the entire school day and conducive teaching and learning atmosphere (Pustejovsky, Spillane, Heaton & Lewis 2009; Hallinger & Walker, 2014).

More importantly, the literature suggests that among all the leadership styles discoursed only the instructional leadership style approach offers and delivers the most important product of the curriculum delivery through the characterisation of teaching determination, setting school-wide goals, providing resources needed for learning to occur, supervising and evaluating teachers, coordinating staff development programmes as well as creating the collegial relationships amongst the staff team (Wildy & Dimmock, 1993). Bush and Glover (2014) establish that principals who have entrepreneurial acumen can unravel opportunities that bring the dream of achieving the school vision to fruition by systematically counting on the support of the team to override any intrinsic limitations. Bush (2015) further recounts the findings and conclusions of instructional leadership research conducted in the context of Israeli secondary schools where principals are placed at the forefront of curriculum

dissemination and implementation as they endeavour to foster a stronger bond in teamwork models with a higher propensity towards dedication.

Instructional leadership style is globally emerging again as the most effective and important leadership style through useful teamwork effort in creating an effective teaching and learning climate (Spillane & Zuberi, 2009). Instructional leadership places huge responsibilities on the shoulders of the school principal through curriculum management monitoring of educator classroom pedagoging conducting classroom observations, besides participation in the review of curriculum materials (Manaseh 2016). Similarly, Vela (2005) asserts that the school principals' role in instructional leadership has evolved histrionically and become complicated as it includes transformational leadership, creating belief in teams, coordinating the people, supervising the programme which is the curriculum as well as managing the school as a plant. The instructional leadership style of the principal calls for teamwork effort because of the complexity of the functions to be performed such as defining and communicating a clear mission, and objectives and formulating in collaboration with staff; offering effective management structure for the curriculum so that instruction time may be optimally used; monitoring learning programmes as well as promoting an instructional climate that makes learning attractive and exciting through a shared sense of collaboration amongst staff working as a team and learners teaming with educators (Botha, 2013).

More essentially, Guur (1996:16) contends that research has proven that the instructional leadership style of the principal is critical in the twenty-first century since the principal more or less becomes the face of the school and the vital link between the school and the community, there is the need to exhibit instructional leadership in the very setting of effective teamwork and affinity so that no team may member subverts such gains and knowledge. Accordingly, in demonstrating such leadership, the school principal, ought to mutually link and build a more solid relationship with the community and parents so that the community becomes interested in the school's mission and vision (Owusu, 2020). This multiplicity of functional operative roles of the principal demands certain personality traits such as effective people skills, proactive planning, effective supervision and continuous engagement with research and learning (Botha, 2013). Moreover, Hopkins, Harris, Singleton, and Wattis (2000) suggest that the instructional leadership conundrum should be characterised by an

ability to articulate values around learners learning and achievement, an understanding of a range of pedagogic structures and their ability to impact learner achievement and learning as well as an ability to distinguish between development and maintenance structures, activities, and cultures. Botha (2013) concurs with the above proposition by contending that additional strategic characteristics should be demonstrated by the instructional leader such as the ability to have long and medium-term plans in place, a deep comprehension of the school as an organisation, a commitment to enquiry by asking the right questions and the ability to extract trust from team members and the staff in general.

Instructional leadership becomes more imperative in the context of South Africa because of the Constitutional mandate placed on principals to effectively and efficaciously team with members and stakeholders of education in identifying and resolving bottlenecks, making crucial decisions, and applying creative thinking (Tong 2010). Buttressing the above assertion and school of thought Hallinger (2014) believes one condition remains necessary for proper instructional leadership to benefit all stakeholders of education is the application of strong, dependable, and valid methods of leadership that demonstrate fair accountability to stakeholders of education as the school remains the property of society in general. In conclusion, Botha (2013) contends that since instructional leadership is of great importance in teamwork, the principal's leadership capacity ought to be raised through solid knowledge and leadership application through the ensuing: school districts can offer strength to principals, addressing any barriers to instructional leadership through effective policies and teamwork development training, clearly defining the role of instructional leadership so that the principal is aware of what is expected of him or her and applying valuation organisations that furnish useful information to principals so that they can be reliable and accountable. Moreover, for instructional leadership to be efficacious principals need to refute and shun bureaucratic tendencies and strictly embrace leadership in the context of teamwork and group efforts that embrace the skills of educators in the consummation of educational goals.

2.9. CONCLUSION

This chapter aimed to review the literature on the efficacy of the teamwork model in education leadership. Related materials of academics were combined and studied to

present an academic argument related to the efficacy of teamwork and educational leadership. The literature demonstrates principals' leadership styles are paramount in consummating educational goals through effective teamwork efforts. Findings and recommendations of the reviewed literature identified gaps in leadership theories and styles and their application to teamwork which this research hopes to fill. The chapter that follows describes the research design and methodology applied in the study.

CHAPTER THREE

RESEARCH METHODOLOGICAL DESIGN

3.1. INTRODUCTION

The previous chapter dealt with a review of the literature on the efficacy of an effective teamwork model in education leadership. This chapter constructs the information presented in the previous chapter to cultivate the most applicable methodology to conduct the study. Primarily, the chapter considers a research paradigm that would offer this study a viewpoint or frame of orientation as well as epistemology and ontology. The chapter carries on with a deliberation on the research approach and the research design. The chapter also designates the procedures deployed to develop a sample, and then collect, analyse, and interpret data. The concluding section of this chapter describes the measures employed to ensure the trustworthiness and credibility of the results, the ethical issues surrounding the study and the measures taken to ensure the safety of the participants. An establishment is made for the rationale of the scholarship through the usage of qualitative exploration in constructing and developing information on the efficacy of effective teamwork models in education leadership in public secondary schools, which is the phenomenon researched. Consequently, the ensuing chapter equally, describes the design of the study and the methodology that was employed to answer the research question; **"What are the practical experiences of school leadership on the implementation of teamwork policy in advancing quality teaching and learning?"**

3.2. PERCEPTION OF PARADIGM

Paradigm denotes fundamental sets of beliefs that offer certain guidance to an action (Denzin & Lincoln, 2018). Maree (2016), Cohen, Manion and Morrison (2001) describe paradigm as one's comprehension of the world informed by his or her point of view. Meanwhile, Mertens (2010), for example, describes a paradigm as a way of looking at the world through philosophical assumptions that guide and direct thinking and action. Thus, paradigm depicts or entails a certain degree of understanding that one has of the world and how to be aware of it (Sandelowski 2000). In a broader sense, Maree (2016) describes paradigm as a customary of conventions or beliefs concerning essential veracities, which offer a particular perspective that deals with norms of faith with regards to peoples' beliefs about the nature of reality (ontology) and the

relationship between known and knower (epistemology) as well as assumptions about methodologies. Similarly, Denzin and Lincoln (2018) perceive paradigms as principles that synthesise beliefs about ontology (what kind of being is the human being? What is the nature of reality?), epistemology (What is the relationship between the inquirer and the known?) and methodology (How do we know the world or gain knowledge of it?).

Hence, Lincoln and Guba (1994) define a paradigm as what we think or imagine about the world but beyond our ability to prove. Consequently, the implication is that the paradigm then assumes the position of a lens or organising principles by which reality is interpreted (Maree, 2016). To the above assertion, the paradigm is described as the enabling depicting prowess to narrate a story by portraying the world as making meaning and operational but with huge elements of cultural subjectivity (Schwartz & Ogilvy, 1979). Consequently, judging from the perspective of Maree (2016), the paradigm consists of the ensuing essential elements: ontology, epistemology, and methodologies. Meanwhile, paradigm is equally perceived, as the justification of social reality on which a study is premised which frequently is categorised into four broad approaches: namely, the post-positivist; interpretivism; critical theory symbolic interactionism or critical theory approach (Maree, 2016).

Taking into consideration the general objective and purpose of this investigation, the researcher adopted the interpretivism paradigm shrouded in constructivism since the study was based on the practices and experiences of principals and educators on leadership and the leadership styles of the principals and teamwork in achieving quality teaching and learning. According to Denzin and Lincoln, (2018), interpretivism remains guided by a set of beliefs about the world and how it should be apprehended and comprehended. Interpretivism advocates the importance of subjective human interpretation and their perceptions of the world or a phenomenon (Maree, 2016). Furthermore, interpretivism, more importantly, is inclined to how people construct meaning in their world through direct experiences of everyday life (Kelliher, 2005; Hesse-Biber & Leavy, 2011; Husserl, 1965). Consequently, interpretivism is premised on the ensuing critical assumption that human life can only be understood from within; social life is a distinctively human product; the human mind is the purposive source or origin of meaning; human behaviour is affected by knowledge of the social world and the social world does not "exist" independently of human knowledge (Maree, 2016).

3.2.1. Social Constructivism Paradigm

Social constructivists consider that individuals are constantly searching for meaning in the world in which they live and labour (Creswell & Creswell, 2018). Thus, meanings of life experiences are more inclined to subjectivity (Mertens, 2010 & Crotty, 1998). The debate remains skewed to the fact that there are multiple variations to meanings as humans endeavour, to construct meanings through engagement with the world by interpretation (Creswell & Creswell, 2018). Hartas (2015) asserts that the social world is a communal truth that has a chronological and civil foundation, shaped by people's actions and construction of meaning, and their experience of power structures and agency. Moreover, for meanings to be established one ought to thoroughly engage with his or her world and derive meaning through the standpoint of history and society (Lincoln & Guba, 1985). Social constructivism, more importantly, thrives on the conjecture that fundamental meaning to life is socially inclined, specifically emerging from deep interaction with the human community. Holstein and Gubrium (2008) opine that constructivism applies emotional response to provoke the production of social realities as well as the gathering of social realities and their maintenance. Social constructivism advocates the reflection of social realities and the description of their being in existence (Silverman 2020). Similarly, constructivists adhere to the school of thought that the realities studied by humans are social products influenced by actors, interactions, and institutions (Flick, 2018).

Social constructivism is grounded in the assumption that the genesis of knowledge and its functionality in the world amongst others including scientific knowledge and common sense are shrouded in constructs (a set of abstractions, generalisations, formalisations, and idealisations) relevant to thoughts (Flick, 2018). The belief is that knowledge is related to how we organise our experiential world. Thus, interpretation of the world is based on experiences that may be structured through concepts and contexts, which are structured, by the subjects. The constructive efforts of the participants therefore remain paramount such as the concepts and interpretations of the participants in their everyday lives (Rodwell, 2015).

 Placing the study within the constructivist paradigm, participants, by being part of the research process, constructed meaning out of their experiences regarding an in-depth understanding of the efficacy of effective teamwork model in educational leadership

more especially how participants experienced the leadership styles of their principals (Gall et al., 2010). I listened carefully to what people said or did in their life settings about effective teamwork and leadership in the consummation of educational goals (Flick, 2018). According to Rodwell, (2015), it is imperative to extract information from participants through their perspective in their natural setting. Consequently, to derive varied subjective perspectives and phenomenal experiences from the participants' dissimilar natural settings; the researcher ought to comprehend and explore the experiences and perspectives of the participants as well as the social realities of the setting (Oosthuizen, 2009). Similarly, Tshabangu (2015) believes that the interpretivist investigator is caught in a quagmire of an ambivalent social perspective in the cause of the study. Thus, one hand is the perspective and the communal standpoint of the participants and their social world perspective and experiences as well as the researcher's social comprehension of issues at hand.

Since this study was based on the social constructive paradigm, my dependency was on the social experiences of participants, and how they constructed an accurate comprehension of the efficacy of the effective teamwork model in educational leadership in their world and lived experiences (Creswell & Creswell, 2016). My investigation was equally, based on the findings of the participants understudy and their experiences as well as interpretations. In this study, the relevant objective was to understand the perspective of the participants and the phenomenon of teamwork and leadership especially in consummating educational goals.

The curiosity of interpretivism and social constructivism is premised on the perspective of individuals and teams, and how they construct meaning to their world and perceive and interpret phenomena or situations (Silverman, 2020). Thus, social; constructivists accept as true that individuals create subjective meanings of their experiences. The paradigms that have been adopted to underpin the study are discussed below *inter alia*: epistemology, ontology, and methodology (Maree, 2016).

3.2.1.1 Epistemology

Epistemology relates to how things can be known truths or facts or physical law, if they do exist, can be discovered, and disclosed (Maree, 2016). It is also defined as the process of thinking or the relationship between what we know and what we see or the truth we seek and believe as researchers (Bernal 2002; Gubal & Lincoln 2005; Lynham

& Webb-Johnson 2008 & Pallas, 2001). Epistemology re-counts how the investigator comes to know and what establishes that knowledge (Bakkabulindi, 2015). From the broader perspective, epistemology remains the scholarship of fundamentals of social knowledge (Frankfort-Nachmias & Nachmias, 2003). The concept of knowledge or the philosophies that underpin the creation of knowledge (Mouton, 2001; Henning, Van Ransburg & Smit, 2004). More precisely, Ritchie and Lewis (2003) assert that epistemology symbolises the nature of knowledge and asks the question: "How is it conceivable to know about the world?"

Maree (2016) contends that in qualitative research the debate is about how the epistemological standpoint gives credence to the question of knowledge being viewed objectively or subjectively. Epistemology shrouded in qualitative research paradigm advocates that knowledge should materialise from indigenous settings and that the voice of insiders should be adhered to, that is, critically considering what people say, do and feel, and how they make meaning of the phenomena under exploration. Moreover, epistemological findings are fused into the creation of process interaction between the inquirer and the participant (Denzin & Lincoln 2018). Creswell and Creswell (2018) conjecture that people cannot isolate themselves from what they know and thus the investigator and the participator share a connectivity, and both comprehend the world as the central part of where we comprehend ourselves, others, and the world at large. The implication, however, is that we are shaped by our lived experiences, and this will always affect how we generate knowledge through our study of participants.

In this investigation, I was able to extract from the participants their lived experiences of the efficacy of the effective teamwork model in educational leadership. The participants were permitted to share their knowledge of the phenomenon and how they understood it (Guba and Lincoln, 1994). Knowledge and experiences of educators and principals or deputy principals were gained through the data collection methodology of individual interviews and observations on teamwork and the leadership style of the principal in consummating educational goals. The study was done in a natural setting for the participants especially in their workplaces so that they would not feel detached from the data or information they provided me (Preissel, 2006). It also allowed me to comprehend the knowledge they had on the phenomenon and the epistemological

justification of the reality of the knowledge in creating deeper interaction between me and the participants (Denzin & Lincoln, 2018).

3.2.1.2 *Ontology*

According to Terre Blanche, Durrheim and Painter (2006), the word ontology denotes the natural authenticity that is under study. It includes the worldviews and conventions in which researchers function in their search (Denzin & Lincoln, 2018). Similarly, Bakkabulindi (2015) suggests that ontology deals with the question of whether reality is objective or subjective. Latsis, Lawson, and Martins, 2007 described ontology as the study of things that exist and the study of what exists. Creswell (2016) asked the question what is the reality? In answering the question, ontological positions have been distinctively described as realism, materialism, and idealism (Ritchie & Lewis, 2003). The three ontological positions work dependently together in the interpretivist world and constructivist disposition. Congruently, reality is comprehensible through the human mind and socially constructed meanings (Maree, 2016). Consequently, realities occur in the multiplicity of psychological constructions and are experienced socially (Denzin & Lincoln, 2018). Thus, as a researcher, I inquired deeper about the social realities that exist in the minds of the participants taking into crucial account knowledge of local and specific relatively constructed realities (Guba & Lincoln, 2005). Since realities exist in the minds of individuals and are subjective based on the experiences and meanings developed socially and experientially, I allowed the participants to construct their knowledge through the study, especially during the data collection stage (Eriksson & Kovalainen, 2016).

Denzin and Lincoln (2018) postulate that we construct knowledge through our lived experiences and our interactions with other members of society. I allowed the participants of the investigation to freely participate and endeavoured to interact with them to understand their social world and realities of teamwork efficacy and effective leadership more especially how they experienced the leadership styles of the principal and their leadership in the teamwork model.

3.3. RESEARCH APPROACH

Creswell and Creswell (2018) described the research approach as the combination of research designs and methods that are deployed in conducting research inter alia: quantitative research, qualitative research, and mixed methods. Contained in each

practice, remains a detailed research approach or techniques that a researcher used in his work of recounting, elucidating and envisaging phenomenon is charted (Rajasekar Philominathan, Chinnathambi, 2013). Denzin and Lincoln (2018) posit that the research approach entails the relevant expertise, conventions, depictions, and material practices researchers deploy from their paradigmatically entrenched stands to the data collection of experiential resources critically solving research problems or phenomena. Consequently, the research approach I employed in this scholarship was the qualitative research premised on the constructivist paradigm and interpretivist assumption.

The qualitative research approach studies the social interactions of humans in naturally occurring situations (Lichtman, 2014). In simple terms, Silverman (2020) defines qualitative research as a detailed oral account of real-life circumstances. Similarly, Justesen and Mike-Meyer (2012) described the qualitative research approach as the description of phenomena in context, interpretation of processes or meaning, and the use of theoretically based concepts besides seeking full 'comprehension'. The distinguishing features of qualitative research are that it may depend entirely on linguistic rather than numerical information and meaning-based instead of statistical forms of data examination (Maree, 2016).

Essentially, Lichtman (2014) delineates the ensuing essential elements that are characteristics of qualitative research such as the purpose is to comprehend and interpret the meaning of human interaction and social phenomena; it considers questions that involve what and why of human behaviour; the study of humans in their natural setting; it involves inductive thinking and the construction of reality. Moreover, McMillan and Schumacher (2014) highlight the following key characteristics that make the qualitative research approach unique: natural setting (research focuses on behaviour in its natural occurrences); context sensitivity (reflection of situational dynamics); participant perspectives (the attention is on participants' understanding, explanations, labels and meanings; emergent design (the design of the study changes and evolves as the researcher makes progress and process orientation (focus on why and how behaviour happens).

The drive for qualitative research is the focus on natural settings where human interaction takes place (Berg, 2007). Thus, the emphasis in qualitative research is

seeking responses to questions by perusing the social settings and individuals who inhabit these settings. Moreover, the key concentration is on how humans arrange their settings making sense of that ambience through symbols, rituals, structures, and social roles. Nonetheless, Elliot and Timulak (2007), contend that the merit of qualitative research is shrouded in the fact it dwells on the comprehension of phenomena based on an internal perspective rather than an external perspective.

Since the investigation is premised on the constructivist and interpretivism paradigm, the choice of qualitative approach was made so that participants could construct their meaning to the phenomenon of the efficacy of an effective teamwork model. Hesse and Leavy (2011) assert that the core of the crust of any qualitative research lies in the extraction of meaning from data. I allowed participants to make meaning in their natural setting through the data collection stage through their subjective experiences of leadership style and effective teamwork of the staff and the principals of their schools. The use of a qualitative research approach enabled me to conduct an in-depth probe into the experiences of educators, principals, and school management teams in the efficacy of an effective teamwork model in educational leadership, and how the principal mediates his or her leadership styles in consummating educational goals and aims.

The merit of deploying a qualitative research approach is that it permitted me to collect data in a natural setting by engaging participants in their natural contexts and backgrounds and observing their behaviours (Flick, 2018). The qualitative research approach enabled me to observe and perceive people in their natural setting, as I was able to comprehend their actions and behaviour through their natural context in other words, I became context-sensitive (Corbin & Strauss). In addition, the usage of qualitative study allowed me to comprehend the participants from their point of view as they interpreted their own experiences through their own voices on the efficacy of the effective teamwork model in educational leadership (McMillan & Schumacher, 2014). Qualitative researchers want to know how and why certain behaviours occur thus; paying more attention to process as well as explanations rather than outcome. This allowed for an in-depth understanding of how participants made meaning of the research problem. The nature of the study permitted me to design qualitative data collection tools such as interviews and observations that propelled me to engage directly with the participants and the context (Creswell 2013).

3.4.   RESEARCH DESIGN

A research design is defined as the procedures for undertaking an investigation comprising data collection, conditions of data collection and the time of data collection (McMillan & Schumacher, 2014). Similarly, Creswell and Creswell (2018) posit that research design encapsulates the typology of investigation that is found within the three main categories of investigation *inter alia*: qualitative, quantitative, and mixed methods approaches that deliver the path for techniques in an inquiry. Precisely, research design unveils the plan or the strategy that details the circumstances of data gathering, and analysis of data (Silverman, 2020). Consequently, Maree (2016) explains research design as the underlying philosophical assumption or strategy that specifies the selection of participants, data gathering methods and analysis of data to be undertaken. The choice of research design for this qualitative investigation was a case study shrouded and enshrined in a phenomenological strategy. The choice was made in alignment with the intentions, objectives, and aims of the research in fulfilling the research questions and the problem of the research (Flick, 2018).

According to Maree (2016), a suitable research design should be selected on the merit that it is harmonious with the research question and philosophical assumptions not forgetting the ability to produce the kind of data required to ultimately answer the research questions posed for the investigation. Hence, the use of the case study approach was enshrined in phenomenological strategy since, I intended to have an in-depth probing of the lived experiences of participants and the phenomenon (Demetrius, 2013; Thomas, 2016). Maree (2016) and Creswell (2012) outline five qualitative research designs that remain embedded in qualitative studies such as narrative studies, phenomenology, grounded theory, ethnography, and case study.

3.4.1.   Phenomenological Case Study Design

According to Okeke and van Wyk, (2016) phenomenological approach focuses on actual meanings that participants or people have through multiple realities. Similarly, Van Manen (2007) explicates phenomenological studies as placing the main attention on the meaning that certain lived experiences hold for the participants; that is "to determine what an experience means for the persons who have had the individual descriptions, general or universal meanings derived". The real emphasis is on the meanings or essence that a phenomenon has for people (Creswell, 2007). Thus, the

researcher "brackets" or forgoes all manner of predispositions placing the data collection objective in participants' experiences and circumstances and what participants construe from those experiences (McMillan & Schumacher, 2014). Moreover, Lichtman (2014) contends that phenomenology strives to convert the understandings of participants into the depiction of embodiment that equally permits a deeper consideration and examination. I extracted data from participants I encountered without prior knowledge or preconceptions of the participants (Maree, 2016).

Maree (2016) elucidates that phenomenology characteristically places huge emphasis and focus on the interpretation of the individual besides the essence of the lived experiences; allowing the participant to describe comprehensively the lived experience so that investigators can generalise meanings from it. Similarly, Van Manen (1997) contends that researchers' attention is on what is a common phenomenon to the participants across the board in terms of their experiences of a particular phenomenon. The fundamental drive for phenomenology is to draw individual participants' experiences with a phenomenon in its natural form (Giorgi, 2009; Moustakas, 1994). I used a phenomenological study shrouded in a case study approach through interviews and observations to be able to extract from participants their lived experience of the phenomenon of the efficacy of the effective teamwork model in education leadership (Corbin & Strauss, 2015). The experiences of the participants were the focal aim (Moustakas,1994). Consequently, I extracted the relevant data from persons who had experienced the phenomenon of teamwork in rural secondary schools and equally developed a composite description of the essence of the experience for all the participants (Tesch, 1990). Consequently, Saunders, Lewis, and Thornhill (2012) buttress that the role of the researcher in the phenomenological approach remains the highest degree of comprehension of the perspectives and realities of the participants which leads to the furnishing of a rich, in-depth description.

Since the design was phenomenological, the approach was shrouded in a case study as each participant or unit was treated as a case (Flick, 2015). A case study focuses on a single unit; a single unit could be composed of an individual, a group, an organisation, or a programme (Yin, 2012). Meanwhile, a case examines a bounded system or case, over time, in depth, employing multiple sources of data found in the

setting (Lichtman, 2014; Stake, 1995). Thus, a case study is defined as the method that studies real-life context (Yin, 2012). Similarly, McMillan and Schumacher (2014) delineated a case study as an- depth investigation of a circumscribed system such as an activity, event, process or individual grounded in a widespread gathering of data. The point of interest in the case studies approach is its inclination towards perusing a phenomenon of a sort occurring in a confined context (Maree, 2016). Thus, the investigator is kept in check from becoming overly broad and facing the risk of losing focus (Denzin & Lincoln 2018). I kept my focus on extracting information from the participants who participated in the study employing interviews and observation as integrated tools of data collection (Creswell, 2014; Ary Jacobs, Sorensen. & Walker, 2014). The constitution of the case was orchestrated as each school being a special case with a unique lived experience of teamwork efficacy and education management model (Maree, 2016). Since the study was premised on the constructivist and interpretivism paradigms, it was advantageous to employ a phenomenological case study design to be able to appreciate the subjective humanistic view of meaning and their interpretations based on the realities of their experiences (Mariano, 2000).

Yin (2012), and Byrne and Callaghan (2014) describe five types of case studies such as explanatory case studies, exploratory case studies, descriptive case studies, Multiple case studies intrinsic case studies and instrumental case studies. In addition, Stake (2008) describes an intrinsic case study as another type that focuses on the case itself. Nonetheless, I made use of an instrumental case study. An instrumental case study makes use of an understanding of an issue or phenomenon creating and affording an in-depth comprehension of the entity, issue, or theme. The purpose of opting for an instrumental case study was to gain a deeper understanding of the efficacy of the effective teamwork model in educational leadership by effectively gaining knowledge that would inform policymakers that will govern the principals' leadership styles in secondary schools (Creswell, 2013). Consequently, I used an instrumental case study to examine in-depth- teamwork models in rural secondary schools in the KwaZulu-Natal province in the Ilembe district. The merit of an instrumental case study is that it helps to understand real-life issues in their natural context (Maree, 2016).

3.5. RESEARCH METHODS

According to Hesse-Biber and Levy, (2011), research methods are the apparatuses that researchers deploy to gather data. Similarly, Creswell (2018) describes research methods as the specific techniques that encompass the kind of data collection, analysis, and interpretation approach that the researcher uses. According to McMillan and Schumacher (2014), research methods denote the techniques used in gathering data and analysing data. Meanwhile, Sandelwoski (2000) contends in a more comprehensive voice that research methods comprise the processes through which investigators engage in the function of data gathering, analysing, and describing the phenomenon. Consequently, the ensuing section delineates the deeds of sampling selection, site selection and real participants selection.

3.5.1. Sample Selection

McMillan and Schumacher (2014) defined sampling as the process of selecting individual participants from whom data are generated and who in general represent the entire population from which results can be generalised. A sample is also described as a fraction of the population (Ary et al., 2010). More precisely, sampling is elucidated, as the selection of cases from a widespread population, which might be too large to be, studied (Flick, 2018). Consequently, the sample is representative of the entire population and can make statements not only about the individual participants but the entire group of the study. Thus, I selected the ensuing sampling techniques for this study since it was purely qualitative: purposive and convenience sampling respectively (Patton, 2015).

3.5.1.1 *Purposive Sampling*

Purposive sampling is defined as the sampling technique in which the researcher chooses specific elements of the population that will be representative or informative about the topic of interest (McMillan & Schumacher, 2014). Purposive sampling also means selecting participants in strict harmony with a predetermined benchmark pertinent to the research objectives (Patton, 2015). According to Ary et al., (2010), the main aim of purposive sampling is to assemble the sample that would yield the most awareness of the phenomenon at hand, and the participants that would best respond to the research question. To buttress the above school of thought; the researcher chooses the sample based on a fair amount of awareness of the entire population, the

researcher decides which participants to choose to furnish the best information to address the purpose of the research (Flick, 2018; McMillan & Schumacher, 2014). Thus, in qualitative sampling, the selection criteria are based on the typical cases in which success is guaranteed on average by integration (Flick, 2018).

As a result, I used purposive sampling to select eight rural secondary schools from the Ilembe district of the Province of KwaZulu-Natal specifically the Ndwedwe Circuit Management Centre based on prior knowledge that represented the entire population of rural secondary schools in the province of KwaZulu-Natal. I equally selected three participants from each school. Purposively, I selected one Principal P1, one Deputy Principal or Department Head (P2) (in schools in which there were no Deputy Principals the Departmental Heads assumed their position) and one Post-Level One Educator (P3). Purposive sampling was used to select the sample I deemed to possess the characteristics that could provide the requisite information for responding to the research aim and questions (McMillan & Schumacher, 2014). The participants were selected based on the ensuing criteria: teaching in a rural secondary school, experiencing the phenomenon of teamwork and certain leadership styles of principals. I was cognizant of the fact that the sample chosen could have not been entirely representative of the entire population as this is one limitation of the purposive sampling technique (Menter, Elliot Hulme, Lewin & Lowden, 2011). Maree (2016) contends that the most conspicuous disadvantage of the purposive sampling technique is the subjectivity of the researcher in selecting the sample. Equally, the researcher may opt to select participants based on their reliability and availability, which may overlap with the convenience sampling technique. To eliminate this bottleneck, I used data saturation by iteratively selecting the data and refining it (Patton, 2002).

3.5.1.2 *Convenience sampling*

The convenience sampling technique is described as selecting participants on the essentials of their approachability and expedience (Flick, 2018; McMillan & Schumacher, 2014). Maree (2016) similarly, contends that convenience sampling does not rely on a specific sampling approach, however, the researcher selects the sample based on ease of access. The critical caution to take when deploying convenience sampling is to ensure that the sample possesses the characteristics that

represent the entire population quite fairly (McMillan & Schumacher, 2014). Generalising is limited in convenience sampling whereas the findings and results ought to be interpreted with extreme caution (Okeke & van Wyk, 2016). In furtherance, Convenience sampling is opted for since it is opportune, calm, and moderately economical to access, and is suitable when time and money are scarce, but may point out lethargy (Tracy, 2013). Participants were selected speculatively based on convenience, time, position, or ease of access (Ary et al., 2014).

I selected participants who possessed a level and certain amount of knowledge about teamwork and the principals' leadership styles in consummating educational goals. Principals of rural secondary schools were viewed as a dependable source of information. In this qualitative study, I exercised extreme caution in selecting either principals or deputy principals, departmental heads and post-level educators who experience teamwork and leadership to furnish relevant data to consummate the research aims and objectives (Kumar, 2014). I placed an assumption on the fact that principals are at the forefront of leadership in achieving educational goals through team building besides teamwork. Consequently, could possess the characteristics that are representative of the study population (McMillan & Schumacher, 2014).

3.5.2. Site Selection

According to McMillan and Schumacher (2014), the selection of a site is the determination of the location of participants from whom data would be extracted. Flick (2018) contends that selecting a site is the responsibility of the researcher to find informants that are suitable in terms of offering the most relevant and valuable information that will respond to the research question and problem. The site is the natural habitat of the participants. This investigation was consequently, conducted in the Ndwedwe Circuit Management Centre of the Ilembe District of the KwaZulu-Natal Province.   The Ilembe District is situated on the east coast of KwaZulu-Natal province, bordering the Indian Ocean. Zulu-speaking natives and few Indians who speak English and pockets of Xhosa dominate it. It is rural in which schools are situated. The study was conducted in a few selected schools where the principals' leadership style vis-à-vis teamwork and team building in achieving educational goals was comprehensively studied. The selected schools were deeply rural since the larger portion of Ndwedwe

Circuit \Management Centre in the Ilembe District are rural and experience different leadership styles and teamwork in achieving educational goals.

3.5.3. Participant Selection

I selected participants from the deep rural secondary schools of the Ilembe District who have taught or worked in these rural secondary schools for quite a few years. The selection criterion of participants was based on availability, convenience, and willingness of participants to partake in the investigation. I carefully chose principals or deputy principals, departmental heads and post-level 1 educators who have experienced the phenomenon of teamwork and principals' leadership styles in consummating educational goals. Principals are supposed to lead their school staff as a team and bring their leadership styles to bear in realising the goals of effective teaching and learning. Hence, the selection of participants who have had the empirical experience of the research phenomenon would be in a better position to offer the relevant data (Wolff 2004).

3.6. DATA COLLECTION

Firstly, before I ventured into the field to gather empirical evidence from participants, I obtained clearance from the University of South Africa as well as the KwaZulu-Natal Provincial Department of Basic Education under which the Ilembe District falls. The KwaZulu-Natal Provincial Department of Basic Education approved my request and authorised me to enter their schools to gather data for this investigation. There are five major techniques of data gathering in qualitative investigation: observation, interviews, questionnaires, use of audio-visual materials and document review (Mason, 2018). For me to be able to answer the research questions and meet the investigation objectives empirical data had to be gathered. The choice of data collection techniques and instruments should always be aligned with the research paradigm and objectives (Maree, 2016). Consequently, I deployed interviews and observations as data collecting tools to gather the study data. The two data collection techniques are discussed further below in terms of how I used them in gathering data.

3.6.1. Interviews

An interview is described as a conversation that ensues between the interviewer and the respondent where questions are quizzed to collect data about a topic of interest

(Maree, 2016). Menter et al., (2011) posit that the aim of an interview is the endeavouring attempts of the researcher to elicit vital information from respondents in a very deep dialogue on topics of interest. In an interview, the investigator seeks the opinions, beliefs, views, opinions, and behaviours of the participant. Consequently, an interview in qualitative investigation pursues the idea of perceiving the world through the eyes of the participant or the respondent (Miller & Glassner, 2016). Interviews serve as a rich source of data with the prime aim of providing a qualitative description of the data that will help one comprehend the construction of knowledge and social veracity (Maree, 2016). The above idea is buttressed by Arskey and Knight (1999) who contended that interviews provide a certain amount of flexibility, the reason being that interviews assist us move beyond the order of explanation to enable us to recognise the main reasons behind the perceptions, attitudes and meanings to people attach to their actions. The uniqueness of interviews is premised on the fact are a primary source of data collection that permits the opinions, beliefs, and feelings of respondents to be considered through the usage of words which would not be permitted if data were to be collected through observation or questionnaires (Ary et al., 2010).

Meanwhile, Mason (2018) conjectures that there are rewarding benefits of using interviews as data collection instruments in qualitative research. Thus, interviews permit people to offer their views in their terminology and wording and if possible, in their local dialect, allowing us to comprehend better meanings reinforcing the actions, attitudes, rationale and motivation of respondents as well as phenomenon. Moreover, Silverman (2020) opines that researchers are allowed to interact and therefore can adapt questions to suit respondents to elicit responses that are relevant to the research objectives and consequently obtain insight. Furthermore, the active and rigorous conversational nature of interviews allows the researcher to fine-tune and shape the research to unearth unforeseen, yet vital issues intrinsic to the study (Rubin & Rubin, 2012). Responses that are detailed could be furnished to the researcher during the interview which might be well entrenched in the context of the investigation aiding to gain a deeper comprehension as well as interpretation of actions, processes, and demeanours (Baltar & Brunet, 2012). Moreover, it is contended, that, unlike self-completion questionnaires, interviews are characterised by probing questions and seeking of clarifications by the researcher, which allows the researcher to gather more

valid, accurate information to enable the refining of the research questions as one proceeds with the research project (Patton, 2015).

Ary et al., (2010) discuss a variety of techniques or modes of interviews namely: face-to-face, focus group, and telephonic interviews besides online interviews or videos. Nonetheless, I employed face-to-face interviews to solicit and elicit information from the respondents in their natural settings. Face–to–face. Face–to–face interviews are ones in which the researcher asks questions and follows up on responses given to them in response to their question (McMillan & Schumacher, 2014). Since face-to-face interview permits the researcher to encounter the participants in their natural setting, questions can be repeated for clarification. I conducted an- in-depth interview of how the respondents conceived and interpreted the efficacy of effective teamwork in educational leadership and how they experienced the leadership style of the principals or the leadership in their respective contexts.

According to Maree, (2016) McMillan and Schumacher (2014) the three main types of interviews *inter alia:* informal conversation interview or unstructured interview, the semi-structured interview or the interview guide approach and standardised open-ended interview or the structured interview. Open-ended or unstructured interviews strive for a dialogue with the objective that the researcher can explore the views, ideas, and beliefs besides the attitudes of the participants about the certainty of events or phenomena (Bogner & Menz, 2009). Meanwhile, Maree (2016) describes a structured interview as the kind of interview developed in advance with standardised open-ended questions where all research participants receive the same set of questions quizzed in the same order and manner by the same interviewer. The interview guide approach is described also as a semi-structured interview where the researcher delivers open-ended questions that are questioned and followed by further probing and interpretations (McMillan Schumacher, 2014; Maree, 2016; King & Horrocks, 2010). It is used where the researcher outlines the topic in advance and decides the arrangement and wording during the interview as the researcher probes further for extensiveness (McMillan, 2014)

 I used the semi-structured face-to-face interview structure where I interviewed one principal or deputy principal, one departmental head and one post-level educator from the selected schools (Menter et al., 2011). Semi-structured interviewer develops a

general set of questions as a guide to be followed during the interview however, the merit of this interview approach is that the interviewer or the researcher can tweet or vary the questions to suit the research situation (Lichtman 2014). Semi-structured interview demands that the researcher is very conscientious or meticulous by paying attention to the responses the participants give to observe and recognise new emergent lines of investigation that are related to the phenomenon under study (Rubin & Rubin, 2012). During the interview, I paid attention to emerging opinions, views, and philosophies about the efficacy of the effective teamwork model and the principals' leadership styles (Gray, 2014). Moreover, the semi-structured interview guide also helped me extract from the participants their deeper understanding of the research topic, consequently, producing rich qualitative data (Driver, 2003). In furtherance, the semi-structured interview permitted me to ask probing questions and request the respondents for amplification to gain a deeper perspective of the apprehensions and comprehensions of the participants and at the same time determine whether participants understood the questions being posed to them (Atkins & Wallace, 2012). My choice of semi-structured interview guide was informed by wanting to elicit data from participants by hearing their perspectives in their voices verbatim without any manipulation of their opinions (Rubin & Rubin, 2012).

The process of the interview unfolded as follows: I used a semi-structured interview guide to enter the fields in this regard the schools where data was collected. The interviews were conducted with eight principals or deputy principals, eight departmental heads and eight post-level educators. I sought permission from the Basic Department of Education in the Province of KwaZulu-Nata (See Appendix). I also wrote to school principals for permission to use their schools as data collection fields where permission was granted. Participants were invited through invitation letters and signing of consent forms. Thus, each participant category, principals, deputy principals or departmental heads as well as post-level one educators were requested to sign the consent form to partake in the study. Participation in the study was premised on free will and consent. Consequently, interview dates were agreed upon with different schools (Creswell, 2018).

Before the commencement of the interview process, I introduced myself to the participants and clarified my role as an interviewer besides informing participants

about their participation being out of their own free will without duress (Clandinin, 2007). I equally, sought the consent of participants before commencing the interview. Concerning audiotaping, the consent of participants was sought before the start of the interview (Creswell, 2018). I evaluated my audio voice-recording device before taking it to the field. The audio voice recording machine enabled me to capture in verbatim the responses of participants, including probing questions deviations of responses and new emergent views concerning the research topic. I was very much acquainted with the interview questions, which enabled me to construct a dialogue style of an interview without merely reading out questions to the participants (Creswell, 2016). Probing, and seeking clarity were key features of the interview as participants were asked follow-up questions for better comprehension of elucidation (Maree, 2016). Moreover, I took field notes to enable me to reflect on the responses notice gaps and do follow-ups after listening to the recordings (Maree, 2016). The data were recorded manually and transcribed manually as well.

3.6.2. Observations

Observation is a procedural process of taking records of the behavioural patterns of participants, objects and happenings without the needful quizzing or engaging in communication with them (Maree 2016; Creswell, 2018). Meanwhile, McMillan and Schumacher (2014) postulate that observation is a way for the researcher to perceive or hear the natural occurrences in the research site. Similarly, observation is a determined, methodical, and choosy means of viewing and heeding individuals (Kumar, 2014) besides is part of living in our common-sense communication with the world (Merriam & Tisdell, 2016). To buttress the above elucidations and descriptions, Creswell (2018) asserts that observation is when the researcher enters the field and makes note of the natural behaviour besides the activities of a group of people at the site of the investigation. Consequently, observation is a prolonged study of observing naturally occurring behaviour over hours or days, through which the researcher exudes the optimism of obtaining a rich comprehension of the phenomenon under investigation (Hall, 2007; McMillan & Schumacher, 2014).

According to Hannan, (2006), there are various kinds of qualitative observations namely: participant observation, complete observation, observer as a participant, and complete participant. Complete observer (non-participant) is when the researcher acts

as a non-participant observer looking at the situation from a distance (Maree, 2016). Observer as a participant occurs when the researcher gets into the situation but focuses on his or her role as an observer in the situation (Mantzoukas, 2012; Mcmillan & Schumacher, 2014). Lastly, complete participation occurs when the researcher is entirely and completely absorbed into the circumstance of the investigation to the extent that those being observed do not know that they are the participants of the observation (Maree, 2016).

The distinction between observations and interviews lies in the fact that observation occurs in a natural setting or ambience where the phenomenon under investigation occurs whereas; an interview requires a particular spot or designation for the interview to take place (Merriam & Tisdell, 2016). Moreover, interviews are based on the self-opinions of participants and views, which could be purely subjective: however, observations are essentially based on what the researcher is seeing, hearing as well as the researcher perceives the opinions of people through their actions, feelings, thoughts, and beliefs that are expressed (Marshall & Bossman, 2016).

I deployed the non-participant observation in this study to extract data for this investigation. I observed the staff meetings or the school management team meetings of selected schools to comprehend fully how teamwork was mediated and how the principal's leadership style was executed to the consummation of educational goals. Schools had school management comprising of the principal, and deputy principal as well as departmental heads, whereas some schools only had principals and departmental heads. The intention was to observe the cues of participants or informants, actions, verbal and non-verbal expressions, facial gestures, body language and responses that pointed to the efficacy of an effective teamwork model in educational leadership in terms of achieving the vision of the school (Mcmillan & Schumacher, 2014). I was afforded, the opportunity to observe in the natural settings of the participants by capturing key moments of the meetings through their actions, through a pre-determined category of behaviours that I wanted to observe (Maree 2016). During the meetings, I observed the complexity of human demeanour as well as the interrelationships that existed amongst the educators (Scott & Morrison, 2006). I used an observation protocol as well as an observation guide (see Annexure). I equally, made use of code sheets and field notes to record and document certain

actions and behaviours with a focus on the meeting with the research aims and objectives in mind, the observation guide guided me.

The unique merit of observations remains to permit detailed information to be collected in a natural background, which offers a deeper comprehension of issues, practices, problems, and people (Menter, 2011). Moreover, the researcher is inclined to observe significant comportments besides activities that would be undetectable using other methods; through observation, there is a certain degree of allowance, to perceive hidden phenomena that would not be detected in interviews or other data-collecting techniques and strategies (Silverman, 2013). Consequently, Marvasti (2014) and Wasterfors (2018) add that the researcher in the context of observation gains greater consciousness of prominent issues, which supports during the analysis of data and information particularly in triangulating with interviews. I consummated the above immediately after taking field notes soon after the observation in an endeavour to maintain the originality of certain subjective feelings, or emotions as well as objective cues in their natural context.

I checked the notes taken during the observations and compared them with the interview responses since observation as a process runs the risk of merely offering a snapshot of activities being observed in the research field or site (Denzin & Lincoln, 2018). Consequently, I spent a substantial amount of time in each research site or school during observations to capture relevant data and behaviours, events, and activities for answering the research questions and eventually, avert prejudices and stereotypes during the study (Menter et al., 2011). I observed how the principal mediated leadership styles in the teamwork model in consummating the goals of the school paying particular attention to predetermined observation precursors and heralds such as mode of communication as well as the involvement of educators in the decision-making process not relegating to the background inclusivity (Delamont, 2002).

3.7. STORAGE OF DATA

Storage of data is how the gathered information for research analysis through the various means of data gathering strategies are kept safe for retrieval purposes (McMillan & Schumacher 2014). Rossman and Rallis (2017) contend that once data is gathered, the researcher ought to keep it safe specifically to shield the identity of

the participants from being disclosed to a third party, thus safeguarding the anonymity, privacy, and confidentiality of the research participants. I protected the identity of the participants of the investigation through strict storage means of using an encrypted password on my laptop to store the audio recordings of the interviews. I equally transcribed the observation field notes and copied them onto an electronic USB with an encrypted password or code. Field notes hard copies were kept in a lockable cabinet in an enclosed file shrouded in a folder beyond the reach of anyone. For me not to lose the data in future I kept backups soft copies of the data in my Google account, which could easily be retrieved. I ensured the above steps to safeguard the ethical principles of my participants were effectively transacted (MacPhail, Khoza, Abler & Ranganathan, 2016).

3.8. QUALITATIVE DATA CONTENT ANALYSIS

Qualitative data is described as information gathered through either observation or face-to-face interviews in natural settings in an in-depth study (Mcmillan & Schumacher, 2014). Moreover, qualitative data involves characteristically and involves both verbal, besides non-verbal data, documented or vocalised (Ary et al., 2010). McMillan and Schumacher (2014) defined qualitative data analysis as the inductive procedure of systematising data into categories or groups of similar or corresponding patterns besides relationships among the groups. Similarly, Maree (2016) opines that qualitative data analysis assumes a continuous and iterative (non-linear) practice that interweaves the gathering of data, processing, analysis, and reporting.

Qualitative data analysis is equally the interpretation and classification of linguistic (or visual) material with the ensuing aims: to make statements about implied and explicit dimensions and structures of the meaning of the material and what is represented in it (Flick 2018). Consequently, qualitative data analysis is a comparatively methodical procedure of coding, categorising, and interpreting data to furnish elucidations of a single phenomenon of interest Mc Millan & Schumacher, 2014). According to Maree, (2016), qualitative data can be categorised into hermeneutics, content analysis, conversation analysis, grounded theory, and phenomenology and discourse analysis. I deployed qualitative data content analysis and phenomenology.

Content analysis has been described as a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding (Stemler, 2001). In the opinion of Creswell, (2016) content analysis applies the method where there is no restriction to the domain of textual analysis but permits coding, drawings, and videotaping (Gibbs, 2018; Hsieh & Shannon, 2005).

Hannes and Macaitis (2012) defined content analysis as the process of coding, sifting, sorting, and identifying themes from large chunks of empirical data to derive understanding and interpretation. Content analysis involves the analysis and interpretation of recorded material to arrive at an understanding of human behaviour (Hesse Biber & Leavy, 2011). Consequently, materials of analysis comprise public records, textbooks, letters, films, tapes, diaries, reports, and field notes. Silverman (2020) postulates that content analysis permits the researcher to establish a set of categories and then count the number of times a particular case falls within a specific category. Content analysis is used in conjunction with meticulous attention to the theoretical framework and the research problem under study (Weber, 1990; Denzin & Lincoln, 2018). Maree (2016) further contends that one of the advantages of content analysis is that it enables the researcher to sift through large volumes of data with relative ease in a systematic fashion. The fulcrum of content analysis is embedded in what the text or the message of the evidence conveys either visible or invisible (Graneheim & Lundman, 2004).

In content analysis actions, context, people places and events become a useful procedure (Kondracki, Wellman & Amundson, 2002). Right after the interview and observations, I sorted the data as a preparatory ground to commence the organisation of data into categories (Maxwell, 2005). Bryman (2004) contends that the data analysis like any other stage of the research project ought to be undertaken systematically, to describe the data collected.

3.8.1. Data Preparation and Organisation

According to Corbin and Strauss (2008), data preparation in qualitative research begins with the familiarisation of data by the researcher immersing himself or herself in the data collected from the field. Moreover, data organisation is the systematic step of organising large chunks of data into workable units to create confidence in making sense of the data created (Bogdan & Biklen, 2007). In this qualitative study, I deployed

data collection through two means or techniques: semi-structured interview and observation. Copious amounts of data were broken down into workable units and stored into files in my computer as well as my USB for safety and protection (Maree, 2016). I transcribed all interviews word for word into comprehensible texts (Miles & Gilbert, 2007).

According to Maree (2016), qualitative data gathered turns out to be very lengthy either from video recordings, interviews or observations which warrants that the researcher be remarkably familiar with the data gathered. Consequently, Gray, (2014) asserts that by writing down the transcripts the researcher becomes familiar with the collected data. I typed the data transcript to be accustomed to the data gathered from the interviews and observations. Through repeated audience to the collected data, I managed to identify patterns and make sense of the responses of participants (Gibbs, 2018). I immersed myself in the data by juxtaposing the observations and the interviews together with the field notes and the reflective notes taken during the data gathering. I broke down the transcripts into different catalogues by creating columns and margins alongside the transcripts to compare with the field notes to make an in-depth sense of participants' responses (Creswell 2018).

I engaged in repetitive reading of the transcripts occasionally reverting to the voice recordings of interviews and observation notes to confirm certain ideas and patterns in the responses of participants (Rossman & Rallis, 2012). Ideas that were key and defining in communicating unique concepts were duly recognised. I, consequently, organised the data per the interview questions and the observation guide or schedule and participants' responses. Observations were considered in terms of the circumstances and the occurrences. I used MAXqda qualitative software analysis to aid me do the analysis (Creswell, 2018).

3.8.2. Data Coding

Data coding is the process of reading meticulously through transcribed data, line-by-line, and dividing it into meaningful logical units (Maree, 2016). Coding involves the development of concepts from raw data (Wiersma, 2000). Coding is defined as marking the segments of data with symbols, descriptive words, or unique-identifying names. Rossman and Rallis (2012) explicate coding as the process of organising data by bracketing masses or transcripts or image subdivisions and writing a word

representing a category in margins. In other words, it includes data made of typescripts or pictures collected during the amassing of data, segmenting sentences, or images into categories, and labelling those categories with a term, often based on the actual language of the participants (Creswell, 2018). Coding is an organisation that makes the progression of analysis practicable and can be applied to all texts, including focus groups, notes, observations, interviews, written texts, visual images, and any tangible interpretable artefacts (Bezuidenhout & Cronje, 2014).

I employed inductive analysis to move from specific data to broad categories and patterns. According to McMillan and Schumacher, (2014), data coding commences only when the researcher can identify pieces of data that are isolated. I segmented the data into parts and designated those codes or labels for that segment. A segment is a text that is comprehensible by itself and contains one idea episode or piece of applicable information (Creswell, 2018). After segmenting the data, I managed to extract codes from the segments by analysing participants' wording, perspectives, events processes, or actions of participants (Rappley, 2016). I used open coding through which I could retrieve and collect all the text and data that were associated with certain units or thematic ideas (Maree, 2016). I kept a key of all codes by also writing them on the margins of the coding sheets to be able to backtrack and double-check (Rapley, 2011).

After generating the codes from the data transcripts, I compared the codes for duplication and tried to continue to refine the codes by linking them to categories from the transcripts (McMillan & Schumacher, 2014). Simultaneous coding was embarked on as I concurrently collected the data, I equally also coded to avoid delays leading to accumulations of data (Gray, 2014). Whereas I generated the codes they were matched with related categories and harmonized to the appropriate unique codes from the transcript. I equally searched for patterns and overlapping codes and categories from the transcripts and scrutinised them to avert the repetition of themes and categories. I searched for patterns with strong similarities as well as dissimilarities to harmonise themes, ideas, and concepts into their appropriate categories. I kept my mind open to look out for countervailing evidence that contradicted previous codes and categories through repetitive sifting of the transcripts (Menter et al., 2011).

3.8.3. Establishing Themes and Categories

A category is a collection of content that bonds cohesion (Krieppendorrf, 1980). McMillan and Schumacher (2014) postulate that categories or themes are entities comprised of a group of codes. Consequently, categories denote key concepts that are deployed to describe the meaning of similarly coded data. I repeatedly checked codes that were similar and categorised them. I deployed interpretive qualitative data analysis to analyse the data collected through semi-structured interviews and observations on the efficacy of an effective teamwork model in educational leadership. The data gathered was subjected to qualitative social scrutiny and discourse applying recursive categorisation of the coded items (Miles, Huberman & Saldana (2014). I constantly, checked codes that overlapped into other categories to avoid repeating them in other categories. Miles and Gilbert (2007) contend that categorisation usually ends with 'taxonomy' that describes and interprets the whole phenomenon as it was contained in the assembled data. As I established themes into categories, I paid particular attention to patterns that were hidden in the collected data that could give rise to subcategories. I equally placed the categories into a hierarchy to establish the relationships between subsets of data and the universal data streaming into categories (Maree 2016). Consequently, categories were established to enable me to make sense of the collected data. I established sub-categories from the major categories.

3.8.4. Data Analysis and Interpretation

Maree (2016) explains that data analysis brings to the fore the underlying concepts of phenomenon underpinning the categories and themes established from the codes of the transcripts of data. Interpretation equally means furnishing an explanation and developing plausible explanations through inductive generalisations through connections and commonality amongst categories and identifying patterns (Ary et al., 2010). To communicate an accurate interpretation of the data, I placed the categories in a certain pattern by arranging the categories in sequence to identify discrepant codes (McMillan & Schumacher, 2014). For breaking down large chunks of data, I placed data from participants that symbolised certain concepts into segments and subcategories through the identification of complex links in the various aspects according to participants' circumstances, mental processes beliefs and actions, which were corroborated by existing knowledge in scholarship (Ritchie & Lewis, 2003).

3.8.5.   Data Findings and Reporting

According to Creswell (2018) qualitative research, reporting involves the development of accounts and themes from the data to present these accounts and themes that convey manifold standpoints from participants and comprehensive descriptions of the setting or individuals. Consequently, I reported the data using participants' perspectives and communication of their perspectives, providing a detailed description of their life experiences of the efficacy of the effective teamwork model in educational leadership. I provided meaningful significance in terms of the interpretation of the codes, themes and categories juxtaposing them with existing literature (Yin, 2009). Creswell (2013) declares that in qualitative reporting and findings, it is imperative to compare social construct participants' perspectives and the themes and categories. I detected and searched for connections between the categories and scholarly evidence as well as participants' standpoints. I placed great emphasis on returning to the literature to affirm or disaffirm the findings of the research. By communicating the findings through themes, I brought to the fore the chronicles of the findings through the thematic analysis of the data transcripts taking into consideration participants' settings and ideologies (Merriam, 1998).

3.9.   METHODOLOGICAL RIGOUR: TRUSTWORTHINESS

Maree (2016) observes that the firmness of the study is hinged on the trustworthiness of the study to which the interpretations and concepts have mutual meanings between the participants and the researcher. Reliability and validity are the key yardsticks in quantitative research, whereas qualitative investigation clings to trustworthiness as its chief measuring standard (Miles et al., 2014; Maree, 2016). Four criteria should be considered when undertaking a qualitative investigation (Guba, 1981). Consequently, I deployed the ensuing four criteria to safeguard the quality of the research: credibility, transferability, dependability, and confirmability (Creswell, 2003; Nieuwenuis 2007; Thomas, 2010).

3.9.1.   Credibility

Credibility implies the question; do the findings of the study reflect veracity? (Lincoln, Lynham, & Guba, 2011). Moreover, Maree defines credibility as, "how congruent are the research findings with reality?" Credibility further suggests participants' constructed realities correspond with the accuracy of the research findings (Miles et

al., 2014). Credibility describes the believability, accuracy and truthfulness of observations, interpretations, and conclusions (Ary et al., 2010). Creswell (2003) adds that credibility in qualitative research endeavours to measure the extent to which the investigation findings are authentic and dependable. Qualitative credibility is consummated through prolonged fieldwork repetition, observation and effective researcher and participant rapport (Ary et al., 2010). McMillan and Schumacher (2014) delineate the ensuing strategies to ensure credibility in qualitative research: Prolonged and persistent fieldwork, member checking, triangulation or multimethod strategy and participant language and verbatim account. The strategies used in checking the credibility of the study are discussed below:

3.9.1.1 *Prolonged and Persistent Fieldwork*

Participant observation and in-depth- interviews are conducted in natural settings to reflect lived experiences (Srivastava & Rego, 2011). For credibility to be ensured McMillan and Schumacher (2014) believe that the researcher should spend a lengthy time in the field gathering data which also provides opportunities for interim data analysis, preliminary comparisons, and corroboration to refine ideas and to ensure the match between evidenced-based categories and participant reality. Persistent observation in endeavouring to offer different interpretations and confirming with other sources of data.

I conducted long semi-structured interviews in the fields by being meticulous in recording all participants' responses besides taking notes and following up with questions. During observations, I paid extensive attention to each response from participants. Each participant was afforded a prolonged time to respond to the interview questions. Respondents were quizzed from time to time whereas as a follow-up question field notes were taken concurrently checking against "hard facts" and alternative accounts (Miles et al., 2014). I recorded short notes made during observations; expanded notes were equally taken as soon as possible after each field session as well as recognising innovative ideas that emerged during each stage of fieldwork (Silverman, 2020). In the interview sessions, I paused to interject with participants to authenticate the usage of certain jargon and expressions to ensure the accuracy of syntax and etymological structures to have the intended interpretations from the comprehensions of the participants (Tracy, 2013).

3.9.1.2   *Member Checks*

Member checks imply that the researcher makes submissions of transcripts or field notes to the participants to correct errors or facts (Lincoln & Guba, 1985). Member checking is the production of footage or draft copy of interviews to the persons providing the information and requesting rectification and comments (Stake, 2010). Moreover, Maree (2016) concurs that member checks may occur subsequently during interviews so that the researcher could appeal to participants to validate the data gathered in earlier interviews, or during informal conversations the researcher; could bring to the attention of the participants his or preliminary understandings with them confirm whether his or her interpretation of what of what participants shared is correct or incorrect.

I did member checks by requesting participants at the end of each interview session to check and run through with me the field notes I had made to confirm their initial constructs. I equally restated the interview questions and topics to reflect the connotations participants had ascribed to their responses (Mertens, 2010). At the culmination of each interview, I drew a summary of each response and verified from the participants whether their responses were true reflections of their initially intended purposes. McMillan and Schumacher (2014) contend that researchers establish a field residence frequently, as they attempt to make validations from observations and significances that individuals attach to their responses. As one undertakes the research analysis it is incumbent that member checking is done through rephrasing topics to also equally permit further probing to induce a completer and more refined connotation. This was achieved by reverting the initial transcripts to the participants for procedural inquisition to authenticate and validate the data recorded through interviews and observations (Flick, 2018).

More effectively, participants were afforded ample time and opportunities to dialogue and seek clarity to verify perceptions or offer new dimensions to the data transcribed. I ensured that it was the actual participants who participated in the study who had access to the transcribed data for verification inter alia: principals, deputy principals, department heads and post-level one educators. I allowed participants to seek clarity from the transcripts and verification of initial insinuations was subjected to participants'

scrutiny. Through this, I spent copious time with participants in undertaking verification and comprehension of the data transcripts.

Robinson and Lai (2006) argue that the drive of member checking is to upsurge rationality and not simply to advance agreement and synchronisation of the research objectives with the gathered data from the perspectives of the participants. I permitted the participants to scrutinise their responses and search for missing links and connections with their initial concepts and ideas (Creswell, 2014). The research findings were equally disseminated to the participants to extract their views, criticisms and opinions on the interpretations, findings, and conclusions of the investigations. The process was fairly undertaken with one purpose in mind ensuring the credibility of the study through the veracity of the participants.

3.9.1.3   *Triangulation*

Creswell (2018) describes triangulation as deploying more than two sources to construct a comprehensible justification for themes. Maree (2016) explains that triangulation involves the use of more than two methods in studying with double or triple-checking results; in other words, using more than one method to gather data, such as interviews, observation, questionnaires, and documents. McMillan and Schumacher argue that multimethod strategies allow triangulation of data across inquiry techniques. Thus, dissimilar strategies used may yield diverse results about the topic under examination and increase the credibility of the study (Miles et al., 2014). Triangulation in other words connotes the usage of manifold perspectives or sources of data to corroborate data to broaden one's comprehension of the method and the phenomenon understudy (Janesick, 1998).

Triangulation permits the researcher to take different perspectives on issues under study or respond to the research question (Denzin & Lincoln, 2018). Triangulation promotes the production of in-depth knowledge through the analysis of two or more data-gathering strategies in qualitative studies (Flick, 2016). Berg (2007) explains that by synthesising dissimilar data-gathering strategies, the researcher is in a better angle of perspective of concepts; besides, it serves as a means of verifying many other data sources in reaching a comprehensive conclusion. Triangulation caters for internal validity through the usage of multiple methods of data collection to answer a research question (Barbour, 2001). This procedure comprises validating evidence from diverse

sources to shed light on a theme or perspective (Creswell, 2013). In the view of Creswell (2018) when themes are established, through the converging force of numerous data sources or perspectives then one is adhering to credibility as well as validity.

Research credibility was consummated in this study through the usage of more than one data source. Participants' statements were compared with observation notes or field notes, which were placed side by side to substantiate codes and categories besides themes. What I observed in the field during my observation was interpreted in the views of the participant's language to validate the relations that existed between concepts emanating from the participants' perspectives (Flick, 2018). Triangulation authenticates the balance between the dissimilar perspectives of data-gathering strategies (Flick, 2018). Miles et al., (2014) equally add that when research interpretations and findings are triangulated, weight certain degree depends on ability, as well as credibility especially when the findings could be buttressed from several independent sources of data; validity is also enhanced when the researcher interpretations are confirmed by more than one data instrument measuring the same thing. I endeavoured to examine the efficacy of an effective teamwork model in educational leadership via the synthesis of semi-structured interviews and observations. I deployed interviews and observations to verify factual data and empirical information provided.

More importantly, Lichtman (2014) contends that triangulation aids in reaching an accurate conclusion through the comparison of different data sources. I confirmed the transcripts through the codes I assigned and the categories looking to establish the patterns that existed between the observations and the interviews to not forget emerging patterns of the investigation.

3.9.1.4 Verbatim Accounts

McMillan and Schumacher (2014) define verbatim accounts as not rephrasing research participants' words during an interview or observation but transcribing it as it was asserted in the interview. Direct quotations succour the provision of insight into participants' words (Ary et al., 2010). I obtained verbal or literal statements from participants and quotations from the field notes. During the data transcription and coding, I paid attention to responses from participants through literal statements and

coded categories and themes deploying the very language used by the participants (Morse & Niehaus, 2009).

3.9.2. Transferability

Transferability is the extent the qualitative findings can be generalised to other contexts, groups, and investigations. (Okeke & van Wyk, 2016). Maree (2016) describes transferability as the ability of the researcher to make connections between the findings of other studies' elements and the personal experience of the researcher. Transferability denotes the extent to which the researcher's findings can be generalised (Thomas, 2010). Maree (2016) contends that to increase transferability in a qualitative investigation, the researcher must be attentive to how typical the participants are to the context or phenomenon being investigated besides the contexts under investigation and its applicability to the findings of the study. Consequently, the actuality of transferability is premised on the comprehension of the context of the study as well as the research participants (Lincoln & Guba, 1985). This enables readers to make sense of the findings and explore the possibility of transferring the findings into their context.

I ensured the transferability of this investigation by furnishing readers with thick descriptions through a proper journal of the study context; participants and research design so that readers could make their judgements. I further described the sampling technique and provided readers with adequate information about the sample in terms of their representativeness of the population and the phenomenon understudy (Maree, 2016). I provided accurate background of the sampled schools besides the interview schedule and the observation schedule to enable readers to determine the transferability of the study (Gibbs, 2007).

3.9.3 Dependability

Dependability is defined as the degree to which another researcher with comparable training and understanding with participants would make the same observations in the same, or similar, context (Ary et al., 2010). Similarly, Merriam (2009) describes dependability as the extent to which the researcher can replicate the research findings with similar participants in a similar research context. Maree (2016) postulates that dependability is exhibited through the design of the study and its application not relegating the operational details of the gathering of data. Flick (2018) believes that to

check procedural dependability, the researcher needs to keep an audit trail. Consequently, I conducted the dependability of the investigation by applying an audit trail in the areas of the interviews and the observations with acute respect to their appropriateness. I kept raw data from the transcripts, field notes and codes with their categorisations and themes. Copy of voice recordings were also kept to safeguard dependability. The audit trails were kept so that anyone who wanted to trace the originality and procedural development of the data gathering could access the data (Huberman & Miles, 1998).

3.9.4. Confirmability

Confirmability is the degree of neutrality or the extent to which the findings of a study are shaped by the participants and not by researcher bias, motivation, or interest (Okeke, 2016; Maree, 2016). Lincoln et al., define confirmability as the objectivity of the data to ensure that it is not a product of the researcher's bias. Confirmability is judged based on the ensuing standard: raw data, data analysis and reduction; data reconstruction and synthesis, process notes, material relating to decisions and intentions; instrument development and would another researcher agree with the meanings emerging from data (Ary et al., 2010; Lincoln & Guba, 1984). The key characteristic of confirmability is contingent on the fact that the results of a study could attested by other intellectuals (Trochim & Donnelly, 2007).

Miles et al., (2014) further explicate that confirmability dwells on whether the research was explicit enough and conscious of the possibility of allowing personal assumptions to cloud his or her judgments and findings besides interpretations, personal values, biases, and assumptions. Dealing with confirmability in this investigation, I resorted to triangulation of the study, as well as member checks and verbatim accounts of participants. In furtherance, I deployed the audit trail to feature prominently in the investigation, which permits any observer to trace the course of data gathering step-by-step and the analysis of the data as well as its interpretation (Maree, 2016).

3.10. THE ROLE OF THE RESEARCHER: REFLEXIVITY

Reflexivity signifies arduous analysis of one's subjective dedication to research theory in making use of the qualitative research techniques and design nuances such as the research problem, data gathering, and participant selection besides the development of interpretation (Pillow 2003). Reflexivity comprises the examination of your

conclusions, practices, and belief systems during the gathering of data (Braun & Clarke, 2022). McMillan and Schumacher (2014) buttress that reflexivity is demanding self-scrutiny by the investigator throughout the research development and procedure. Ary et al., (2010) contend that the researcher ought to be aware of his or her thoughts as well as preconceptions that affect the interpretation of the results and findings when one considers the research reflexivity. During the investigation, researchers must pay particular attention to the changes that transform throughout the investigation and how such changes affect the findings (Creswell, 2018). Consequently, researchers must bracket their assumptions by setting aside their individual opinions on the topic or phenomenon understudy (Patton, 2002). Credibility is established in qualitative studies when the researcher's emotions are detached from the work on the field so that the data obtained is a true reflection of the informants' perception transacts reflexivity.

McMillan and Schumacher (2014) contend that in qualitative investigation it is impossible to deny human subjectivity however, there is a need to acknowledge strategies to reduce it. In furtherance, Greenback (2013) submits that researchers deploy their individual experiences and abilities to participate in the study to balance their analytical lenses and perspectives as well as the participants. Since qualitative studies frequently involve fieldwork and data-gathering elements dictate that the researcher has face-to-face contact with participants, this practically negates the notion that interpersonal emotion should be devoid (Glassman, Erdem & Bartholomew, 2012). In the research process, there is always a degree of interpersonal relationship that should be established between the participants and the researcher.

McMillan and Schumacher (2014) recommended the ensuing strategies to safeguard the consummation of qualitative investigations reflexivity: the recognition of self-personal awareness, permitting the participants to speak for themselves, reflexivity is truth through gathering despite the researcher's right and wholeness- the researcher's subjectivity coupled with the weight of accuracy in reporting the findings. Moreover, Wilkinson (2015) suggests the ensuing strategies for reflexivity include peer debriefer, field log, field journal, ethical considerations recorded, audibility, formal corroborations of initial findings and critical reflexivity. The main purpose of reflexivity is the demand for a sound, tight valuation about the social and interstitial understanding- producing

dynamics of qualitative investigation, specifically an acute awareness as to the kind of elements from the researcher's setting that impact the interpretation of the study (Diaz, 2002).

My interest in the topic of the efficacy of an effective teamwork model in education leadership was premised on my extensive years of working in rural secondary schools for well over 12 years. I strongly developed curiosity about the lack of teamwork in the leadership of principals, their leadership models, and styles hence, their inability to consummate the educational goals set before them, which is effective teaching and learning. My experience exposed me to the apparent perception of dictatorship style by principals I had been exposed to and the non-collaborative attitude shown by the educators in these rural secondary schools. Throughout my teaching experience, I had always borne this notion that rural schools were bereft of teamwork and team-building leadership styles.

The phenomenon of teamwork and leadership styles of the principal had clouded my thoughts since schools have experienced changes due to policy changes. I courted the knowledge that principals are not able to build proper teamwork and transact collaborative leadership styles for several reasons. Certain schools experience constant misunderstandings besides divisions right from the management to the staff to even non-teaching staff. Nonetheless, during the study especially, the data gathering stage taught me that schools through the management styles of the principal do have sort of level of teamwork and effective leadership styles.

3.11. ETHICAL CONSIDERATIONS

Ethical consideration chiefly focuses on the safety of the participants so that no harm befalls the participants participating in the study (Miles et al., 2014). Ethical considerations are defined as a group of research principles that guide the research designs and practices (Saunders 2012). These may comprise informed consent, confidentiality, anonymity, and privacy (McMillan & Schumacher, 2014). According to Creswell, (2018), ethical considerations are the obligations that the researcher owes to the research participants to their rights, needs, values, and desires in their participation in the study. Lichtman (2014) explains ethics in qualitative research as the researcher doing the right things through fair treatment of the participants by not placing them at risk. The crust of ethics in qualitative research deals with how others

are represented which resides in the conscience of the researcher to do and adhere to what is right, and noble, without invasion of one's privacy (Einwohner, 2011). The ensuing ethical principles are discussed below: informed consent, confidentiality, anonymity, and privacy as well as rapport and friendship.

3.11.1. Informed Consent

Informed consent indicates that subjects know that participants are aware and comprehend the risks and benefits of participation in the research- thus all participants involved must understand that their participation is voluntary (Flynn & Goldsmith, 2013). Miles et al., (2014) posit informed consent as offering full information to the research participants without any form of coercion. Lichtman (2014) contends that individuals participating in the research must be given the courtesy of at least being informed about the study besides its nature and any reasonable expectation they have concerning the research. Informed consent is a norm that safeguards that participants in a research project have the right to be informed that they are being researched, the right to be informed about the nature of the research and the right to withdraw at any time (Ryen, 2016; Sotuku & Duku, 2015). This means that participants have the full knowledge that they are being researched and the details of the study's aims and are given the right to be involved or not to participate in the study (Ary et al., 2010). According to Okeke and van Wyk (2016) for informed consent to be obtained, the researcher ought to make sure that all prospective participants fully comprehend the entire research process and the necessity of their participation.

I communicated to the participants my intentions to involve them in this investigation by spelling out the study in terms of the aim, objectives, and research problem. I made it clear to participants their important role in the completion of the study. I equally wrote letters to the participants through the Basic Department of Education as well as the principals of the schools to seek the formal consent of the identified participants. Rigorous negotiations took place between the participants and me before their involvement (Menter et al., 2011). I unequivocally made participants aware that if they consented to be involved in the investigation, they would not be penalised in any form at a later stage if they wanted to pull out (McCleary, 2007). Thus, Participants who were involved were based on voluntary will and not based on any form of coercion (Quinnel, 2011). Rigorous prior negotiations ensued between me and the participants

before their involvement in the study. Participants were offered explanatory consent forms to sign before their involvement in the investigation. Ryen (2016) opines that a consent form provides participants with adequate knowledge about the research design and that once they sign it, there is a certain level of trust that their participation is assured. I meticulously assured participants that their decision to participate in the study did not have any accompanying risk or danger attached as well as their participation was based on their own free will; equally, they could inform me about their withdrawal if they no longer desired to be involved (Denzin & Lincoln, 2018).

3.11.2. Confidentiality

Lichtman (2014) explains that participants who get involved in any research have a huge weight of logical anticipation that any data provided will be in the uttermost confidentiality of the investigator. Confidentiality signifies a situation where the researcher is aware of the participants but makes a conscious effort to shield the identification of the participants from others (Okeke & Van Wyk, 2016). Confidentiality is concerned with how research participants cannot be associated with any data they cascade or divulge (Miles et al., 2014). Thus, it is the researcher's responsibility to protect the identity of the research participants in terms of not being linked to any data provided or the setting of the study. McMillan and Schumacher (2014,) concur that under no circumstances should the researcher's outcome be linked to the settings of the participants, or the locational features be identifiable, in print.

I ensured confidentiality firstly, by keeping a proper record of all information extracted through the deployment of password-protected files with encryptions. Miles et al., believe that for confidentiality to be ratified in the research, agreements with participants are essential in knowing the "dos and the dont's" (2014:113) All participants' responses were given codes as well and the participants were also given pseudo-names for easy identification known to me alone (Flick, 2020). Participants were given the assurance that the information that would be provided was purposely for this investigation.

3.11.3. Anonymity

Anonymity is a condition in which the identity of individual participants is in the advance of the knowledge of the investigator, but practical steps are executed to protect the participants from being linked to the data or information divulged (Miles et al., 2014).

Anonymity is a lack of identifiers, which believes that information offered by the research participants would not prove indicative of which specific individuals or organisations provided them. Markham (2012) contends that with the proliferation of the internet, anonymity is a very delicate issue in the twenty-first century as even verbatim quotes of participants stand a high probable chance of being traced back to the participants. I obtained anonymity in this study by assigning pseudonyms to all the participants as well as the sites of the research such as Participant 10 of School A.

3.11.4. Privacy

Privacy means the wish of others to exert control of accessibility to their personal lives and sensitive circumstances that surround them (Silverman 2020). Protecting the participants' rights in terms of access to their participation is critical in qualitative research (Marvasti 2014). It is the responsibility of the researcher to ensure that the fundamental rights of the participants are respected. I exercised great restraint in order not to invade the privacy of the participants by sticking to the interview questions during data gathering. I equally averted sensitive questions that were too personal to participants.

3.11.5. Voluntary Participation

Voluntary participation comprises the genuine willingness of the participant to participate in the investigation Ary et al., (2010). According to McMillan and Schumacher, (2014), voluntary participation should address the free will of the participant without being forced or coerced into being part of the study. The research participants have the right to withdraw from the study at any time and it is the responsibility of the investigator to inform the participants if they are not encouraged to do so (Mumford, Higgs & Gujar (2021).

3.11.6. Rapport and Friendship

Ryen (2016) expounds that there is a need for a certain degree of trust between the researcher and the participants of the study. To be able to enter the field to gather data I endeavoured to establish a professional connection with the participants through which I managed to clearly articulate the objective of the study to them. Rapport is essential for the field researcher in building effective communication between the researcher and the participants (Denzin & Lincoln, 2018). Effective rapport results in

good relationships and builds mutual trust between the researcher and the participants (Churches & Terry,2007). A good rapport was established through effective communication between me and the research participants throughout the data collection stage as well as the analysis and stage as I mostly reverted to the participants for clarifications, especially during the transcription stage and coding of data as well as visiting the establishments (Turgor, 2012). I equally gained the respect and trust of the participants through good rapport yielding to mutual trust and respect coupled with understanding to furnish quality data for the investigation (Schwartz, Fischhoff, Krishnamurti & Sowell, 20130).

3.12. CONCLUSION

The crust of this chapter is premised on the research design and methodology adopted in researching the topic of the efficacy of effective teamwork model in education leadership: a case of rural secondary schools in KwaZulu Natal province. Data collected from Principals of Rural secondary schools, Deputy Principals, Departmental Heads and Post-Level One Educators were analysed. It also comprised the research methodological rigour such as credibility, transferability, confirmability, and dependability. Further discussions also touched on the ethical considerations of the study methods, which comprised the following: privacy, anonymity, informed consent, voluntary participation, and confidentiality. The next chapter deals with the presentation of the analysis and findings of the study.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS, INTERPRETATION AND PRESENTATION

4.1.   INTRODUCTION

This chapter presents the findings, and analysis of data collected from the field of the study. In an endeavour to fulfil the purpose and objectives of the study, data was collected from a semi-structured interview which was equally audio-taped from eight selected schools in the Province of KwaZulu Natal specifically the Ilembe District. The purpose of the study was to explore how the leadership styles of rural secondary school principals have been effective in achieving educational goals in terms of quality teaching and learning. Thus, I wanted to know how efficacious teamwork in educational leadership could consummate educational goals in quality teaching and learning. Considering the above, I selected eight schools from the Ilembe District of the Province of KwaZulu Natal. Each school comprised of three participants *inter alia*: principal or deputy principal, departmental head, and a Post Level one – educator. I deployed the practice of qualitative content data analysis in coding the data collected, analysed, and consequently established themes. In the preceding chapter, I dealt with the study design and methodology through the elucidation of the qualitative data collection in the way of semi-structured interviews and observations.

The relevancy of the study is placed in the ten leadership styles and models advocated by various scholars in literature. Leadership style refers to the way a leader comports himself or herself when executing leadership responsibilities premised on the beliefs, personality, and experience of the leader (Bounds, Mallagee, Zeeman, Mayhew & Van Deventer, 2013).

The investigation responded to the ensuing investigation questions:

(1) What are the views of school leadership on teamwork policy?

(2) What are the roles of the school principal in teamwork policy?

(3) What is the meaning of teamwork?

(4) What are the roles of educators in implementing teamwork policy?

(5) What are the characteristics of an effective teamwork?

(6) How are leadership styles practised by the principals in teamwork efficiently and effectively?

(7) What are the benefits of teamwork in achieving educational goals?

Teamwork and leadership styles of the school principal play a key role in the consummation of the educational goals of the school. The quality of an effective team stems from the fact that team members become acquainted with the greater good of the school or locality which is the main catalyst that brings members together for actualisation of team activities. Findings from the review of the literature revealed that the modern-day leadership and management styles of the principal should seek to incorporate a greater share of teamwork and team success rather than a one-man show which had been the traditional style of leadership in organisations (Zvaandasara, 2016).

This chapter offers and discourses the discoveries from semi-structured interviews coupled with observations. I conducted a face-to-face interview with school principals, deputy principals, departmental heads, and post-level - educators. Furthermore, I orchestrated and endeavoured to observe eight SMT meetings, to familiarise myself with how the leadership styles of principals were mediated in teamwork and teambuilding in rural secondary schools but was only successful in five meetings. The data collected was arranged and categorised into lesser components with similar and different responses from participants which were equally clustered into classifications.

In an endeavour to respond to the main research question: ***What are the practical experiences of school leadership on the implementation of teamwork policy in advancing quality teaching and learning?*** The data collected was focused on the research objectives and questions through the presentation of the findings, analyses, and interpretation. Verbatim quotations from participants are placed in italics and indentations.

4.2.   FINDINGS FROM THE STUDY

The study was conducted at sites within the Ilembe district of the province of KwaZulu Natal which is rural. Semi-structured interviews were conducted at eight rural secondary schools including the non-participant personal observations of SMT meetings which allowed me to listen watch and observe how the principals' leadership

styles were practised in building effective teams and ensuring that teamwork thrives. All the participants were given asked the same questions. Throughout the analysis of the data as well as the transcription of interviews, I identified themes which related to the research objectives and the research questions. According to McMillan and Schumacher (2014), qualitative data analysis is an inductive process of organising data into categories and identifying patterns and relationships. In this regard, I analysed the data collected by first transcribing the audio-recorded interviews and the field notes from observations and then organised the data into segments. As a result, the segmented data were coded into distinctive and related categories leading to the formation of patterns in the form of themes and sub-themes. The data were systematically interpreted based on the outcome of the analysis through verbatim quote support from participants through the connection of applicable literature and theory. The following themes with complementary categories, as well as subthemes that emerged relevant to the main research question, are outlined as follows:

- ❖ Understanding of teamwork

- ❖ Importance of teamwork in rural secondary schools

- ❖ Existence of teamwork policy in rural secondary schools

- ❖ Roles of rural secondary school principals in building an effective team and ensuring that teamwork thrives.

- ❖ Roles played by deputy principals and departmental heads in building effective teams and ensuring that teamwork thrives.

- ❖ Roles of educators in working as a team.

- ❖ Characteristics of an effective team

- ❖ Benefits and accruals of teamwork in attaining educational goals of rural secondary schools.

- ❖ Medium of goals communication to teams

- ❖ Leadership styles of principals in managing and leading teams in rural secondary schools

❖ Effectiveness and efficiency of the principal's leadership style in achieving the educational goals of the school.

The above-outlined themes are flanged by emerging sub-themes as depicted in Table 4.1 below:

Table 4.1: Themes and corresponding sub-themes or subcategories

Themes	Sub-themes
1. Understanding of teamwork	❖ A group of people working towards a common goal, objective, and mission ❖ Working in cooperation ❖ Sharing ideas and information
2. Importance of teamwork in rural secondary schools	❖ Improvement in academic performance ❖ Fostering unity and understanding among teachers ❖ Teachers or staff members can assist each other. ❖ Set goals are consummated
3. Existence of teamwork policy in rural secondary schools	❖ No existence of teamwork policy ❖ Teamwork exists in practice and inference.
4. Roles of rural secondary school principals in building an effective team and ensuring that teamwork thrives.	❖ Mediator of conflicts ❖ Fostering of healthy relationships ❖ Demonstration of exemplary leadership ❖ An effective communicator ❖ Goal setter ❖ Team coach
5. Roles played by deputy principals and departmental heads in building effective	❖ Offering of team support ❖ Monitor school attendance. ❖ Ensure that there is open communication.

teams and ensuring that teamwork thrives.	❖ Organising departmental meetings
6. Role educators play in working as a team.	❖ Respect for team members. ❖ Work collaboratively. ❖ Innovators and generators of innovative ideas and strategies
7. Characteristics of an effective team	❖ Willingness to cooperate. ❖ Healthy relationships ❖ Effective communication channels ❖ Produces quality results. ❖ Greater ability to achieve goals
8. Benefits and accruals of teamwork in attaining educational goals of rural secondary schools.	❖ Improvement in learner academic performance and matric results. ❖ Reduction in ill-discipline of learners ❖ Spirit of harmony among educators ❖ Positive school climate ❖ School growth in terms of enrolment ❖ Better community development
9. Medium of goals communication to teams	❖ Through meetings ❖ Through circulars and communication books ❖ Through social media platforms and the internet
10. Leadership styles of principals in managing and leading teams in rural secondary schools	❖ Democratic leadership style ❖ Autocracy and dictatorship style ❖ Collaborative leadership style ❖ Laissez-faire ❖ Instructional leadership style ❖ Transformational leadership style ❖ Transactional leadership style

	❖ People–centred leadership style
11. Effectiveness and efficiency of the principal's leadership style in achieving the educational goals of the school.	❖ Evident in high Matric pass rate ❖ Educational goals are achieved. ❖ Improvement in school discipline ❖ Educators work together

Table 4.2: Unit of Analysis of Participants and their Codes

SCHOOLS	PARTICIPANTS
SCHOOL A	P1 P2 & P3
SCHOOL B	P1 P2 & P3
SCHOOL C	P1 P2 & P3
SCHOOL D	P1 P2 & P3
SCHOOL E	P1 P2 & P3
SCHOOL F	P1 P2 & P3
SCHOOL G	P1 P2 & P3
SCHOOL H	P1 P2 & P3

4.2.1. Theme 1: Understanding of Teamwork

Since the study was shrouded and embedded in teamwork efficacy and effectiveness in educational leadership, it was vital and critical to draw complete comprehension of the concept of teamwork from participants of the study. Teamwork was implied to centre on having a common goal and shared vision. The insights provided by the participants eliminated any misconception of the concept of teamwork. It equally brought to the fore the either deeper knowledge or shallow awareness of teamwork models in schools of the participants. In furtherance, I wanted to draw from the participants the acute judgement of teamwork implications under theoretical and practical comprehension. Consequently, the knowledge of the participants in terms of their understanding of the concept of teamwork remains vitally important to this investigation. The understanding of participants was paramount. The sub-themes that emerged are discussed as follows:

4.2.1.1 *Sub-theme: A group of People Working Towards a Common Goal, Objective, and Mission*

The study participants were harmonious in their understanding of teamwork. The crust of their understanding centred on a group of people functioning towards a common goal, objective, and mission. Hence, in teamwork, there remains to be a total organisational objective which requires all hands to be on deck towards its consummation. Educators know that the mission of the school, and objectives remain the prime focus, which requires the total focus of a group effort or collaborated endeavour (Chin & Roger, 2015).

Participants 1 and 2 of School E report the following:

My understanding of teamwork is when a group of people are working together to achieve a certain outcome or a certain goal. They are doing something together with a mutual understanding. They are doing something together to reach the same destination. My understanding is that it is working together holding hands with everyone, sharing whatever is presented or ought to be accomplished and looking or focusing on the said vision the said mission priorities and the set goals. So, for better attainment and better accomplishment to me, teamwork is core.

Participants concurred that teamwork is a group effort towards the attainment of an objective, particularly in the context of the school towards arriving at one goal that is effective teaching and learning. Participants were very unanimous in their opinions or experiences of teamwork. In the above viewpoint, teamwork is primarily understood to be working together with a clear focal goal as the target to be collaboratively attained (Edwards & Gammell 2016). Literature confirms the above assertion by the participants that teamwork does not just occur because is supposed to be, but it takes a concerted effort of people who are prepared to work together to bring an outcome (Northhouse, 2004). In furtherance, Northhouse attests that the crust of teamwork is the ostensible possession of clear goals, vision, and mission pegged against its objectives.

Participant 1 of school D similarly orated that teamwork is meant to be two or more people working together to achieve the same goal. In the context of the school, it entails different subject teachers working together to attain similar outcomes through joint effort. Irrespective of differences in personalities, teamwork takes centre stage when clear understanding exists in terms of the goal or the objective. The teamwork is not only localised in the setting of only one school, it however, can cut across different school subject teachers wanting to realise a particular pedagogical goal in their subject of teaching and learning as reported as subsequent:

My understanding of teamwork is when two or more people are working together to achieve the same goal. For schools, teamwork is where teachers at the same school are working together helping each other with the same understanding of the subject. Teamwork can also be when teachers from different schools are working together to achieve better results (P1 SD).

The above sentiment is verified by Blandford (2006) who reiterates the essence of teamwork premised on a clear understanding of the task or goal to be sought. The above report by Participant P1 of School D places teamwork comprehension on the path of team members sharing a better understanding of what is essential for people to work together. In as much as is relevant for people to work together, the main issue is the understanding the team members require and possess to be able to dispense with any meaningful task. Harmonising, and marshalling their effort requires an equal amount of deeper interpretation of the roles in the team. In teamwork, engagement is

evident in goal setting not relegating to the background the togetherness in the sense of mutual understanding. In the understanding of Gaffney (2015), teamwork requires a meticulous integration of individual talents and endowments, strengths, and capabilities to be able to realise a goal. Hence, the continuous emphasis on teamwork is based on an understanding of team members. The above findings demonstrate that, in its raw state, teamwork simply denotes a mutual understanding people have in accomplishing a goal.

Participant 1 of school C, reports the following similar sentiments:

What I know about teamwork is that it means working together, being united and having a common goal and you have that thing of achieving that goal as a unit that's what I know is just working together (P1, SC).

From the above, it could be construed and reasoned logically, that teamwork equally denotes unity among a group of people who share a common goal. Northhouse (2004) explains that teamwork implies the involvement of all team members in forming a united front to consummate a particular goal or objective. In its simplicity, the elemental denominator of teamwork is a unified commitment on the part of all members to the common cause and mission of the school or the organisation. Hence, the findings denote the implication of unity in teamwork comprehension.

4.2.1.2   Sub-theme: Working in Cooperation.

Teamwork also means working in cooperation or a collaborative venture of groups of people. A meticulous analysis revealed that participants mostly understood teamwork to be working in cooperation with their colleagues. A collaborative ambience is the right ingredient for teamwork, through the team demonstrates trust, and develops honesty, and openness, coupled with consistency and respect for each other in the team; by implication, teamwork means actions of individuals that are directed cooperatively in the consummation of common objectives (Everard et al., 2004). The ensuing participants insinuated that teamwork is understood to be cooperation demonstrated by team members in the attainment of educational goals: Participant 1 of school G, participant 3 of school G, participant 1 of school F, participant 3 of school F, participant 1 of school H and participant 3 of school H. Participant 1 of school F asserted the subsequent in support of the above findings.

Well, I understand teamwork as working in collaboration with your colleagues and trying to develop the teaching and learning process. I think it is a very good strategy because we teach the same learners but in different grades so it is better to work as a team because you are to teach learners who were taught by the other teacher so is better if we do teamwork because the teacher will inform you on how learners are behaving their IQs and how fast do, they grab from the content that you teach (P1 SF).

From the above assertion, participants considered teamwork and close collaboration with teaching staff across different grades. This supposes that teamwork is not restricted to a particular confined in the working space. This is substantiated by Sangleti et al., (2017) who hold the perspective that teamwork is shared cooperation among specialists in a working ecology where there is mutual trust and interdependence of professionals whose deeds have a direct consequence on the output and efficacy of others.

In addition, participant 3 of School F reiterates analogous sentiment premised on the fact that teamwork glides on the collective synthesis of human effort in the attainment of a goal. The ensuing is the encapsulation of the opinion of Participant 3 of school F which accounts as follows:

Teamwork to me is collective work. Working as a team means that you consult with people, and people participate. People become democratic in the process, which they can be delegated some duties to do. That you cannot do, but you trust the people who can do the work for the school to win. We have one goal as a school if we want to achieve the best results. We must work as a team and not as individuals. And every member of the team is important (P3, SF).

The findings above point to the fact that teamwork in its simplicity is the willing participation of every team member who has something meaningful and relevant to offer based on mutual trust cooperation and participation for the success of the team in achieving positive results. At face value, participants understand teamwork to connote an active cooperative process permitting conventional people to achieve extraordinary effects through a concerted effort (Scarnati, 2001).

Participant 1 of school H shared the following comprehension of the dimensional parallel view of teamwork:

I will say my understanding of teamwork is a model of work where people are working in groups, big or small groups in such a way that they can harness their resources and their knowledge together to come up with one goal or to achieve common goals or objectives (P3, SG).

Teamwork is understood by the participants as working in groups either small or big and possessing the competence, ability, and capability to synthesize resources and knowledge in achieving educational goals. Harris and Harris (1996) authenticate that teamwork implies divergent personalities functioning cooperatively in a setting to attain common team goals through the allocation of knowledge and expertise. The findings affirmed by intellectual review point to the fact that participants have a certain degree of understanding of teamwork in terms of their environment reinforcements. Consequently, it is interpreted that teamwork comprises the amalgamation of relevant and essential skills and knowledge to attain a common goal (Steyn & van Niekerk, 2012). Scholarly writings consistently have accentuated the above findings that there can be no team if there is no mobilization and combination of peoples' skills and placing in order a mutual purpose that the team focuses on, thriving on the integration of dissimilar components of human capital and intellectual units within the organization itself. Sharing ideas and information

4.2.1.3   Sub-theme: Sharing Ideas and Information

A painstaking analysis of data and observation revealed that most rural secondary school educators fundamentally understood teamwork as the interconnected allocation of vital organisational information that succours the consummation of educational goals. Every organisation thrives on teamwork in the modern era especially the usage of vital organisational data, through effective processing, synthesis and amalgamation of organisation resources deployed efficaciously (Rakan 2020). Educators have demonstrated stern dedication to sharing information in the consolidation of strength in depth of the relationship that exists in teams. Amorim et al., (2019) explain in confirmation that the essence of teamwork is when in the school context educators can share vital information and make meaningful contributions that underpin the gravity of achieving school objectives.

I will just feature on just a few factors when it comes to the term team and work. Not combining the two, separating the two. The team means togetherness, it means

growth, shared goals, shared missions, shared visions, and accomplishment of goals. Work means effort invested and moving forward towards achieving all that I have mentioned; the vision, the mission and the goals and priorities that are set and whatever challenges that are identified are easily overcome. so merely, my understanding is that it is working together holding hands with everyone, sharing whatever is presented or ought to be accomplished and looking or focusing on the said vision and the said mission and said priorities and the set goals. So, for better attainment and better accomplishment teamwork is core (P1, SE)

Sharing vision or mission in understanding Participant 1 of School E entails the placing of the school focus by all and sundry on the attainment of what has been set ahead of the team. The comprehension of teamwork is centred on sharing goals; however, one needs to consider that, in pushing towards any goal, there is the need to positively lean towards team effective sharing of knowledge and skills as well as any elemental feature that each team member possesses being utilised through advancing the goals of the team or the school (Johari et al., 2021). Researchers have contended that the school mission or vision primarily sets the tone for harnessing all human capital in rigorous engagement through reciprocal functions within the school. Thus, teamwork comprehension responds to the needs of the school where educators and role players unselfishly distribute capable resources being mental, and human, besides material (Göker & Göker, 2020).

Educators understand teamwork in the context of sharing ideas and getting approval from higher authorities such as the school Management Team (SMT). Participant 1 of school A asserted the subsequent in support of the above impression and conceptualisation:

My understanding of teamwork is when you are working for instance, I will make an example of what we are doing at schools as a matter of having an idea and then sharing the idea with your colleagues, with the SMT and with the teachers. You share the idea and then you get the approval of an idea. And then you implement an idea as not your idea, but everybody's idea. And as a principal, you are leading that teamwork, but you do not impose. Is a matter of sharing ideas then adopting ideas as a group's ideas and implementing them. So that the teamwork you will see teamwork so that as we are working as a team you cannot easily identify the mistakes amongst them

because as a team you shoulder each other and protect each other. Whenever you make a mistake or whenever you have a downfall, I must make sure that I protect you from that downfall. Such that people who are outside are unable to see that there are downfalls. That is my understanding of teamwork.

Furthermore, the above assertion by teachers symbolises that teamwork means soliciting ideas and ensuring that the ideas are implemented to shield team members from singularly shouldering blame and responsibilities should errors and misjudgements occur in the process of administering tasks and responsibilities. Research has confirmed that teamwork glides on mutualism in the school where there is a deeper bond between the educators who perceive each other and are prepared to protect one another in the group (Bencsik, 2003). In the group or organisational setting of the school, the success of the school purely is contingent on the ability of the group to be able to share ideas and concepts, touching base with core knowledge and skills requisite for the simple execution of tasks in the school hence, the overbearing importance of deeper comprehension of teamwork in this investigation. In furtherance, the commonality of aims binds team members together as claimed and confirmed by Bencsik (2009).

It is critical, for rural secondary school teachers to comprehend the essence of teamwork. In education, teamwork has taken centre stage according to recent research many legislations and laws have been promulgated in favour of teamwork such as decentralisation of education leadership and management as countries are seeking to develop a new ecology for school leadership, the focal point and fulcrum have swung sharply in understanding teamwork in the twenty-first century as the improvement of quality education majorly hinges on teamwork and team effort in sharing vital information and knowledge (Botha, 2011).

Again, the above finding affirms that the crust of teamwork stems from information sharing in the setting of the school. Participant 2 of school A similarly shared the same sentiment as the and discussed, through the assertion below:

Teamwork is when a group of people; it can be more than one group with the same goal and they 've got the same objectives and vision and then they work in such a way that, they achieve whatever they want to achieve; sharing the ideas and doing everything together to ensure that everything is ok.

Teamwork contains the essential ingredients of sharing ideas and keen knowledge as a cutting–edge tool in school supervision and leadership. The secret of educational success connects to the above notion. Erasmus confirms the findings et al., (2020) who share lighter that organisational success someway somehow emanates from strong bonds between employees who forge strong teams in sharing stronger ideas predisposed towards the attaining of organisational goals. Further scholarly writings point to the fact that teamwork is fundamentally construed as a subgroup or unit that distributes vital information with interdisciplinary skills and knowledge at the heart of the group gauging the same vision or mission of the school (Blandford, 2006). Knowledge sharing has become the very bedrock of successful organisations hence, the school suitably fits in this classification in terms of teamwork (Bencsik, 2003).

4.2.2. Theme 2: Importance of teamwork in rural secondary schools

The importance of teamwork cannot be over-accentuated in this investigation. Since the crust of the investigation glides on teamwork, I paid scrupulous attention to interviews and observations conducted during the data-gathering stage in all the research sites especially in the extraction of data in this regard to know and understand the setting of rural schools; how educators or participants regard teamwork in educational leadership. According to Maxwell (2008), a school leader's treatment of teamwork is of cardinal importance since it either unlocks or locks the embedded potential of the school in the twenty-first century. Consequently, how the leadership of the school treats teamwork goes a long way in the consummation of the school mission, or vision. Rigorous analysis of the data brought the subsequent sub-themes to the fore: improvement in academic performance, fostering of unity and understanding among educators, educators or staff members can assist each other and set goals are achieved.

4.2.2.1   Sub-theme: Improvement in Academic Performance

Participants 1 of school, 7, 1 of school 1, 2 of school 1 and 2 of school 5 concur and converge harmoniously in their view that the core importance of teamwork is the improvement of academic results or performance of rural secondary schools. Since the core business of all schools is effective teaching and learning, it is not out of place for teamwork to seek to improve the academic performance of schools. Researchers contend that effective teamwork and team building results in improving the output of

the entire organisation (Coleman & Bush 1994). Consequently, participant 1 of School 1 claims the following:

I think in my school teamwork has resulted in the improvement of results. When I came here in 2019 the matric results were 17%. I had to sit down with the teachers. We had a long meeting. We had to draft a turnaround strategy. Then we had to work as a team. It involved a lot of work. So, in 2019 because we were working together, we came out with the points of the things we were going to do so that we would be able to achieve what we wanted to achieve. We turned the school into a good one. Because in 3 months we were able to achieve 77% from 17%. It was not an individual effort. But we were working as a team. I would not be able to do it alone. The only thing is that in a team the team requires a director. So, I was the director of the team. But we did it together. Then we were able to achieve satisfactory results. In 2020 we went to 80%, then in 2021 87% and last year 93%. So, we are on an upward trajectory (P1, S1).

The above position of the participant points to the fact that teamwork brings a vast improvement in school academic performance. this is confirmed in the literature: In the underuse of Steyn and Van Niekerk (2013), teamwork brings quality improvement in schools because improved teams are inclined to utilise resources effectively, increase organisational effectiveness and efficacy; improve the quality of education programmes and generally create better learning and working environments that lead to improved performance and consummation of ameliorated academic achievements of students. In secondary schools in South Africa, the main goal is the outcome of the matric results, poor matric results indicate poor school leadership, and management hence, poor teamwork. This makes teamwork very important as the concentration of team effort massively often gravitates to the attainment of improved academic performance of learners.

In the same vein participant 1 of School 5 states that teamwork leads to the growth of the school and the improvement of academic performance. Consequently, in the opinion of the participant, growth is measured, valued, standardised, and benchmarked to improve academic performance or matric results.

In my school, our school is small. So, teamwork is important because want to grow the school if there is no teamwork, we cannot achieve our dream of expanding bigger than what it is now. So, teamwork is important because we also want to improve

academically, we want to improve our results. So, if there is no teamwork, we will not be able to do that, so teamwork is very important, especially in our school. Yes, because that is our aim as a school to improve our results. So, if we are working well together, we will be able to achieve that (P1, S5).

The rapid response of the modern education system is centred on achieving results or improvement in academic performance. Thus, what the school was created for must be achieved, that is effective teaching and learning. Teamwork creates and introduces an effective application of organisational ideas through efficacious and successful leadership in improving the performance levels of the learners as well as the educators (Puncreobutr, 2016). In a study conducted by Johari et al., (2021), educators working in the countryside in Malaysia are said to be intentionally institutionalised to work in teams to exclusively bring improvement in the academic performance of the learners. Through teamwork innovation and creativity are deployed in better curriculum delivery which culminates in better utilization of resources in targeting better academic results.

Furthermore, it is confirmed by Shippers et al., (2015) who expound that teamwork holds the main key to unlocking poor school performance as the decision-making process becomes decentralised, more team members are brought on board in mainstream leadership and management which succours successful team teaching and learning in solving complex academic problems and challenges which would have hitherto hindered better performances through the robust engagement of skilful programmes implemented at school levels by the school principals in improving academic results.

Similarly, Stoll et al., (2003) buttress that it is intrinsic in the core fibre of any initiative-taking school management team to determine teamwork connectivity in school improvement strategies so that there is a vivid exhibition of teamwork and participation across the instructional fraternity of the school. Since academic performance is equally embedded in the ability and quality of the academic staff of the school, teamwork furnishes the means to effectively link the school staff on the trajectory of improved academic performance. As the touchstone of excellence is established in the school, teamwork ensures there is clarity in terms of the required inputs of team members as a result exerting a certain degree of pressure on team members to improve performance in academics.

Participant 2 of school 1 postulated that teamwork aids his or her school in operating in a predisposition towards the realisation of the school mission and vision with a clear conscience towards the improvement of results.

It is important to have teamwork in our school because it helps us to work towards, the vision and mission of the school. It helps us understand what is needed and we work hand in hand to achieve that outcome. So currently, we are working to improve the school's results. We are working towards maintaining the satisfactory results of the school. So, by working as a team, by working with one vision and mission, it assists us to reach the target that we have set for ourselves (P2, S1).

Literature and further research authenticate, the findings above; secondary school management crafts innovative strategies clouded in their strategic plans to bring exposure to their teams in safeguarding the prime objective of attaining the school missions and vision (Aziz et al., 2020). Attentive focus is moreover placed on teamwork once mission statements and vision are clearly defined. The onus is on teamwork to improve the performance levels of schools at an acceptable level. Linking to the above findings, no adequate investigation has been conducted in exploring how teamwork embraces, school, vision, and mission and exclusively works towards attaining excellent results and better academic performance.

Further, the implication from the above points to the essence of paying attention to teamwork in rural secondary schools as it inculcates in educators to embrace the school mission and vision of the school and prods in advancing them to put in diligent efforts in attaining the school objectives besides the improvements of the school results.

4.2.2.2   *Fostering of Unity and Understanding among Teachers*

The prominence of teamwork in educational leadership lies in the binding force and understanding between educators. When teamwork is implemented, it breeds a significant amount of unity, and cohesion force among the staff. In other words, unity and understanding become the bedrock when teams are built and thrive in secondary schools. Literature confirms that teamwork has become the most important ingredient in the organisational structure of the modern era since its importance and benefits are invaluable in steering the success of the school (Steyn & Van Niekerk, 2011). To work effectively, in the school, there is the need for all educators to be united in attaining

any goals, since it is educators who perform the core duties of the school and see to the implementation of any strategic plan of the school, teamwork has become the engine that fosters the requisite understanding among teaching staff (Naidu et al., 2008).

Participant 2 of school A, and participant 1 of school H harmonise in their view of the importance of teamwork in their respective schools.

So, teamwork also helps educators to have no misunderstandings: no fights; because everyone knows exactly what to do, how and when and why we are doing it (P2, S1).

In the understanding of the above participant, it is crucial to recognise among educators that working as a team helps in eliminating misunderstandings and fights or conflicts that characterise many secondary schools. Phalane (2016) explains that in teamwork educators become united in their professional conduct and behaviours. Most importantly, the strength of teamwork is how it sets the staff on the path of work division as harangued above that each member is very much aware of their duties and responsibilities, consequently, eliminating irrelevant avenues for potential conflicts and clashes in the workplace.

In addition, participant 1 of School H, shared similar sentiments that teamwork is very important because for better and effective management and supervision of schooling processes, is significant to have collegial teams as well as management for progressive school growth and development. Most interestingly, the crust of the findings is premised on the notion that without teamwork no school can function optimally, since the principal alone cannot operate the school, the importance of teamwork cannot be over-accentuated as the new paradigm that must be embraced in an era of democracy.

Teamwork in my school is important because as an SMT Member, I belong to a team of senior management. So, for me to manage effectively, I must be able to collaborate with other colleagues within the management team as well as the employees which is the staff within the school. The school is important in such a manner that for the school to be progressive for the school to be productive it must be worked as a team. Without teamwork, there is no school. Even the principal cannot run the school alone. So, teamwork is important (P1, SH).

Teamwork leads to better coordination in the school management team so that they do not conflict about routine operational duties in the school (Rakan 2020). Consequently, better operational guidelines become a natural thing as each team member finds their natural spot in the jigsaw puzzle of the management team as well as the school organogram. As has been unearthed earlier in this investigation, through the participant predisposition and scholarly authentication, modern school management ought to centre around teamwork as everyone has something to offer (Rakan, 2020).

Participant 2 of school H similarly accentuates in the declaration that:

It is important as it encourages teachers to work together. It encourages teachers to share ideas and it encourages understanding between teachers as they work together, they tend to understand each other (P2, SH).

Educators work better and are inspired to work more collaboratively through effective teams. Teamwork is important in this regard as educators find it convenient to share, they are in-depth, knowledge, and skills together. The above findings are authenticated by Bond-Barnard et al., (2018) who suggest that greater work efficiency is consummated as teamwork is embraced, employees gain much comprehension and behave much more inclusive towards each other in the school, they further tend to accept each other's strengths and weaknesses through the directs contacts they share in teamwork. This further reaps the fruits of openness, transparency sharing, and caring attitude among all; more importantly, the building of trust and empathy among educators which has become a thorn in the flesh of schools as division and divisive tendencies seem to take the better part of schools (Naidu et al., 2008).

Participant 1 of School D besides Participant 2 of School C were synchronistic in their understanding of the importance of teamwork in their context. Moreover, participant 2 of School B sermonised as follows:

In our school teamwork is important because we need each other as teachers. We need each member to play his or her role so that we can be successful. We cannot be successful if the other team member is pulling on the other side and the other one is pulling on the other side. And there will be like a division is important. We must be together so that we can strive for more as our vision says we strive for excellence. So,

we cannot strive for excellence if somebody is pulling on the other side and the other one is pulling on the other side (P2, SB).

Teamwork is centred on the extraembryonic membrane of unity in building an effective school to attain the vision of the school. From the above, the construction of school leadership should consider the road map of success in the attainment of the school vision. Accordingly, the importance of teamwork is that it eliminates to a greater degree division and binds unity, and togetherness among the staff. This is affirmed in assenting through school vision building where the process assumes a collective nature where the opinions and ideas of all stakeholders are taken into consideration (Sterling & Davidoff, 2000). They further explicate that; it is more profitable to acknowledge the teamwork and individual values at an initial stage of the vision-building process as it eliminates all forms of bickering as the school builds values in dreaming in proclivity towards the dream realisation of the school.

Participant 1 of School D supported the impression directly above through the ensuing proclamation:

Teamwork in this school is important. It sometimes happens that the teacher is not good in all subject topics, but if they work as a team, it becomes better for everyone, the teacher gains and the learners also gain. Teamwork in this school also brings unity among the staff (P1, SD).

It could be construed from the above participant quotation that teamwork's importance lies in the fact that it helps teachers gain knowledge in areas where they experience dearth. They become better and stronger as a collective as learners gain and educators become more knowledgeable in their subject.

This upholds the perspective of Polega et al., (2019) was discovered that educators value the importance of teamwork through the lenses of school culture improvement, improvement in learner achievement as well as educators' pedagogical growth and development in the context of sharing and fostering teamwork through team teaching.

4.2.2.3   Sub-theme: Educators or Staff Members Can Assist Each Other.

Through the meticulous analysis of the data gathered it was discovered that one of the importance of teamwork is the assistance educators receive from each other. It is extremely challenging to manage a school without teamwork (Maxwell, 2008). As a

group when any task or function is undertaken, its accomplishments should not be beyond reach since the group can pull adequate resources to succour each other (Everard & Morris, 1996). Teamwork enables educators to offer all forms of support to each other, oscillating from curriculum needs, learner management, school discipline, emotional collegial support, new educator induction journey, and learner management besides supervision.

Participants 1, 2 and 3 of school F sustain the opinion that teamwork more significantly, enables educators and staff members to offer and provide similar and dissimilar supports to each other, especially teaching strategies. The assertion below attests to the findings above:

It helps you as an individual because as an individual you do not know everything, so you learn from your colleagues (it helps you to learn from other teachers). So is best if you network and you get more information from your colleagues. And you also learn different strategies that you can use in your teaching (P1, SF).

The emphasis is on networking with other educators in the school ambience through effectual teamwork which enables educators to obtain assistance through team teaching. Team teaching according to the above participant yields or culminates in learning from each other through the gaining of knowledge about pedagogical strategies (Polegal et al., 2019). Everard et al., (2004) suggest that tasks are better managed when educators team up in pursuance of quality teaching. Conversely, they expound and indicate that the entire school suffers as an organization and educators who need requisite help genuinely suffer because there is no genuine dedication to teamwork and team teaching. In addition, learners take the knockoff effect. Furthermore, it is contended that when educators engage in resourceful relationships through teamwork, they share vital information about their teaching practice which crafts knowledge through lesson observations in the face of peer teaching (Sias, 2005). In affirmation of the highlighted findings from observation and examination of data, the beauty of teamwork lies in the fact that mutual relationship is enhanced through rigorous collaboration in attaining organizational goals which is effective teaching and learning in the school context (Nijland et al., 2018).

Moreover, participant 2 of School F equally reiterated the fact that when teachers work together, they can achieve a lot through the quality of assistance offered to each other as educators.

Yes, teamwork is very important in the school because it can enhance the work inside the school. If people are working together and their ideas are combined, I think they will achieve a lot in education because whatever, you're going to class, sometimes you come across some problems from learners, you have to go back to your colleagues and ask them, hey colleagues here I have a problem whilst being in the classroom I notice that learners do not understand, learners do not cope when am teaching them. So, when you go back to your colleagues is where you are going to get a lot, they are going to give you more (P2, SF).

It is not farfetched that, the above findings point to the reality and veracity synthesis of human efforts amongst educators leading to congealed results as educators endeavour to offer each other support in the work environment. Teamwork simply brings to the fore hidden collaborations that would not have been thought of or conceived hitherto had the school or educators charted the path of individualism. Success is measured by the ability to consummate the school's mission or goals (Park et al., 2005). Thus, negligible classroom problems are resolved as educators work together, in other words, there is collegial collaboration and relationships where educators can directly reach out to each other in soliciting assistance in pedagogy due to teamwork. In furtherance, Johari (2021) buttress that scholarly studies authenticate, and expound that the educators function better as they network, and share skills and knowledge through the efficacious articulation of vision and support, as they work as a team to better support each other. Farkas (2003) proposes that improved relations amongst teaching staff become the bedrock of the school's academic success as well as the realisation of improved academic performances. As the team becomes unified in their pursuit, greater heights of flexibility, innovation, creativity, and motivation are consummated in solving complex school organisational issues.

Participant 3 of school F, directly, roped in the importance of teamwork as it enhances effective consultation among educators. In other words, an effective dialogical relationship develops amongst educators due to teamwork. As educators engage in deeper discussions, they can detect, and track learner absenteeism and truancy.

Since this is a big school, the importance of teamwork here cannot be over-emphasized in this school here. We have got 1250 enrolments and we do not have the space, which means we must consult a lot with each other, discuss a lot and give each other chances to succeed including the teaching of learners. We normally must ask if one teacher is absent you ask one team member if you can use the class. So, it cannot be over-emphasized in our school. We are a tiny school with big learners (P3, SF).

The success of the school according to the above findings depends on how well educators can assist each other through discursive working relations amongst themselves. The success of the school once again is being linked according to the above assertion and opinion of the participant, to continuous dialogical school teamwork and functionality. Consequently, team members can access assistance from each other. Rakan (2020) encores that objectively, teamwork enables educators to offer assistance and relevant help truly and honestly to each other, as the dynamics and profiles of twenty-first-century learners have become more challenging to deal with. Educators also need to adapt to a more coordinating approach in supervising and managing the school environment as well as ethos. A consultative approach is inherent in teamwork, as more room is offered to team members to seek advice and counselling from each other.

4.2.2.4   Sub-theme: Set Goals are Consummated.

This investigation brought to the fore that through teamwork work more importantly, set goals, objectives and aims of rural secondary schools are consummated. Characteristically, team success hinges on the clarity of goals to pursue in the group. When goals are set, the ball is then in the court of the team members to ensure that they are realised and not remain a mirage. Careful analysis of the interviews revealed that participants firmly concord with the penchant that teamwork success lies in the veracity that school goals are attained (Morris, 1996). When teams are established, the critical aspect is how to educate them in perfectly being aware of what is required of them. All effective teams are knowledgeable about the team goals through task administration and allocation. In this study, it was established that as education managers ensure that there is teamwork, they are indirectly working towards the consummation of the goals of the school (Steyn & van Niekerk, 2012).

Participant 1 of School C affirms the subsequent:

In my school teamwork is important because you cannot achieve a goal alone. You need other people in other to achieve something so as a school we do need teamwork in other to achieve satisfactory results in the core business which is teaching and learning (P1, SC).

Harmoniously, participant 2 of School H is more emphatic in the subsequent verbatim quotation in support of the above assertion by Participant 1 of School C:

It is important to have teamwork in our school because it helps us to work towards, the vision and mission of the school. It helps us understand what is needed and we work hand in hand to achieve that outcome. So currently, we are working to improve the school's results. We are working towards maintaining the satisfactory results of the school. So, by working as a team, by working with one vision and mission, it assists us to reach the target that we have set for ourselves (P2, SH).

From the statement, it could be inferred that no educator or school manager can work alone in making any meaningful and impactful strides without the core involvement of his or her team. Consequently, through teamwork, a lot is achieved in terms of producing results which is the core business of every academic institution. Hence, teamwork brings to the fore the relevance of each team member in consummating educational goals and managing and supervising the participation of team members (Bencsik, 2003). Moreover, it is confirmed in scholarly findings that it is more advantageous to work in teams to attain educational goals than to work as fragmented and more individualistic as in teams, members can draw strength and support from each other (Farkas, 2003).

Moreover, School target attainment is established not to be the preserved of one individual, but a team effort. Thus, teamwork prides itself on the continuous and progressive engagement of team members in working towards the set targets. Steyn and van Niekerk (2012) reiterate the point that the team leader ought to communicate the targets to the team for team members to assume ownership of the said targets, through clarity of vision explanation through the SMART criterion.

The assertion above is sentimental equally by Participant 3 of school G who asserted the following:

And to share whatever skills or knowledge they have done a task in such a way that they are able now to enforce their shortfalls in achieving their goals. For people to be able to work as a group and to be able to help each other in achieving goals which might not be able to achieve by a single person. It might also be even a way of achieving goals much faster than when they are done by one person; so, it enables goals to be achieved faster; and more effectively than were done by a single person (P3, SG).

The participant above believes that teams share information and skills in the performance of their task, to consummate educational goals. This presupposes that a key importance of teamwork is the ability of team members to share information in the line of duty to attain set school goals. In the further opinion of the participant, goals are not just consummated, but much faster and more rapidly than if one person undertook the task or without teams. This finding is confirmed in the literature by Park et al., (2005: 479) who postulate that mutually the significance of teamwork in secondary schools is the building of effective relations among colleagues in the accomplishment of common goals more rapidly through proper distribution of knowledge and skills in the team. Potentially, teamwork holds the central fulcrum or pivot in the drive for mission and vision attainment. In the fourth industrial revolution, it is believed that teamwork would be the focus since organisational goals will require a concerted effort from a gamut of expertise and professions which would aid teams to function within the schools' vision and mission statements (Enzai et al., 2021).

Participant 2 of School E affirms the following:

So, to work as a team you get skills within colleagues or within the members of that team. So working as a team is very, very important in planning and maintaining good work, an ethical environment where we work smoothly and that is very, very important to achieve the goals of making these kids pass and to make the society developed then it needs a team within the school because if I work as an individual I will tell my things and they will go home and someone else will come to tell his or her things then the kids will be confused but if we stay together as a team and plan first, ok tomorrow I will be doing this and that and we are all going to do the same thing tomorrow to the kids and that will help the kids to see that these teachers are uniform when it comes to maintaining the school and their work.

Teamwork in this study, has been found to not attain educational goals only but also to produce effective communique among team members and create a conducive working ambience through the productive progress of team resources utilisation. Harris and Harris (1996) equally opine that there is the creation of teamwork ambience that is natural, relaxed, comfortable and non-judgemental and this promotes teamwork and group solidity as team members enjoy regular contact with individuals who have similar interests and goals of the school. Thus, through productive planning, team members can have better plans and strategies for helping the learners through the effective creation of a moral school ambience.

4.2.3. Theme 3: Existence of Teamwork Policy in Rural Secondary Schools

Participants unanimously concurred that in most rural secondary schools no policy in their schools speaks to teamwork specifically. As a researcher, I intended to find out if teamwork has been given its necessary place and recognition in the scheme of the Department of Basic Education as a policy standing on its own and not being a feature in many different other policies. In addition, to the above, I sought to determine if schools, had any premonition and ever entertained the notion of drafting teamwork policies in governing and managing their schools and not only by inferences from other departmental policies. A policy is commonly a committed, set of guidelines and values, approved for ease of governance within an organisation. Organisations must have implementable policies, as they form a connecting pin between the school administration, educators, students, parentage, and the rule of law. An organisation without policy is an organisation without control (Sami, 2018). It is understood that many people do not comprehend the essence of policy existence such as teamwork policy and for that matter do not care about its implementation. A meticulous analysis of the data gathered suggests these two sub-themes: no teamwork policy exists in schools and teamwork policy exists in practice and inference.

4.2.3.1   Sub-theme: No Existence of Teamwork Policy.

This investigation found that teamwork policy does not exist in rural schools. Many participants from the analysis of the data referred to the fact that no drafted policy exclusively speaks to teamwork and instructing how educators should work as a team instead, educators are asked to make sense of other analogous basic department policies and implement them. Participants 2 and 3 of school E; participants 1 and 3 of

school D, as well as participants 1 and 2 of school C, hugely believe and agree that no teamwork policy exists in their respective schools. Most principals and educators as well as heads of departments confirmed in affirmative that teamwork per se is not furnished as a policy however, educators are to use other departmental policies such as SASA, Code of Conduct and others to understand teamwork and apply it to their routine functions.

Pont et al., (2008) contend policymakers in the education fraternity need to modify their focus on education management policy direction since there is a decentralisation policy framework which advocates indirectly teamwork policy to be formulated and given needed attention as a standalone policy. They further explain that the 21st century secondary school is faced with rapid environmental change hence countries like South Africa are still seeking the right administrative formula to tackle, the myriad of educational challenges it grappled with.

Participant 2 of School C asserted the following:

 Unfortunately, we do not have the drafted one, we only practice but we do not have the written thing on teamwork. We do not have a policy (P2, SC)

From the above, it is obvious that teamwork is not offered as a policy direction in schools but is only practised as participants deem it fit.

Likewise, Participants 2 of School C, 1 of School F as well as 3 of School A unanimously concur that there is no teamwork policy in existence in their respective schools. Consequently, offering teamwork as a policy direction strategically places secondary schools at the hub of accountability since it would serve as a guide to school leaders and managers in its implementation (Winkler & Yeo, 2007). They further explain that the school is the point of delivery, therefore, in the grand scheme of school administration, teamwork plays a key role and, hence, must be treated with such urgency.

Botha (2011) affirms the above findings, that since the advent of democracy in South Africa, the country's education landscape has witnessed rigorous policy transformation, especially in the area of decentralisation, however, the focal point of all policies will end at the doorstep of effective management of the school, hence the dire need to ensure that teamwork policy is not left to the discretionary gestures of

school managers and educators but a promulgated and documented policy with legal underpinnings to push principals to practice it effectively.

Participants 1 & 3 of school F articulated that teamwork does not exist in their school as it is only enunciated whenever they have meetings where they are encouraged to work together as a team:

To be honest we do not have a teamwork policy. It is just articulated whenever we have meetings that we have to work as a team. But it is not a blueprint (P3, SF).

Not that I know of, but I know that as a department you must meet once or twice or week so that we can update each other on how it is going in the syllabus that we are teaching. I do not know any policy that speaks about teamwork (P1, SF).

From the above findings, an inference could be placed on the fact that teamwork is not perceived to be important in the grand scheme of things, hence, educators only have a taste of it indirectly during formal meetings and informal meetings. In the comprehension of educators, teamwork serves as the foci for receiving departmental updates, especially on curriculum matters. This presupposes that teamwork participation lays a solid foundation for educators to confer with one another as educators anticipate receiving updated information on curriculum issues (Carvalho & Goodyear, 2018). It is contended that the essence of the policy is premised on reference-based practice where school leaders and managers are helped in articulating what the policy dictates to suit their own local needs (Caldwell, 2005). Consequently, the rationale for advocating teamwork policy hinges on administrative approach and accountability so that both educators and managers can account for their functions and roles in the school system.

As it stands, Bray and Mukunda (2004) affirm that there is a need for educators to operate within certain regulatory confines in assuming responsibility for their actions. As a result, it is not advisable to leave teamwork as the freelance practice where educators apply their intuition at their whims and caprices. This is because educators collaborate with each other, without teamwork being a policy, then one is not forced to implement it as a requisite tool in school administration. Challenges in recent developing countries' educational systems have evolved from the dearth and practice of effective policy development and implementation procedures such as teamwork

(Enzai et al., 2021). Leaving teamwork to the mercy of educators is detrimental to proper school administration.

4.2.3.2   Sub-theme: Teamwork Exists in Practice and Inference

Teamwork remains intangible and only exists in the minds of educators. Teamwork is practised through inferences from other departmental policies from the basic department of education. Thus, when it comes to teamwork it is incumbent on educators to intuitively practice it in their various schools. Teamwork is perceived as an inherent virtue that educators are expected to demonstrate in their routine core functionality. Educators' actions are expected to bear a degree of teamwork; therefore, it is assumed that each educator must know what to do through decisions that are taken through meetings (Coleman & Bush, 1994).

Participants 1 of school E, 2 of school E, 3 of school H and 2 of school B expressively agreed that teamwork exists in practice and inference. Practical analysis of data confirms the findings through the lenses of the participants that there is no teamwork policy in their schools. Educators are expected to figure out how they would function as a team through the skills of the principal or the departmental heads of the school. Meanwhile, participant 2 of School D reports the following:

Am not going to lie and say that, there is nothing that is written down because I haven't gone through the whole documents whereby we have the duties of the teacher, and code of conduct, I don't want to lie and say there is nothing about teamwork but the emphasis is not on teamwork in terms of the document, I haven't come across a document that will emphasize on teamwork. So, there is no document (P2, SD).

The findings are confirmed by Sangaleti et al., (2017) who highlight that Teamwork is a practice facilitated by individual and collective efforts that sometimes have no policy or direction but the strict application of what is offered by other policy documents. Teamwork from the above contention points to the fact that there is no written document for educators to work with but must rely on the extraction of bits and pieces from other policy documents through inferences and order to function as a team.

Moreover, participant 1 of school G vocalizes the after teamwork being inferred and practised on an ad hoc basis through the improvisation of educators:

Unfortunately, we do not have a teamwork policy in our school. Is something that we do daily, which is working together as a team, we do not have a specific policy where we are following it daily no, we do not. As I have been saying we are a small school, so everybody knows who is and who is responsible for what, so we do not need the teamwork policy for us to operate as a school (P1, SG).

Educators have eventually come to accept the notion that teamwork policy is not necessary because they have been made to operate like that for a long time so there is no sense of urgency in terms of making the effort to develop one at the school level or otherwise. Fullan and Watson (1999) explain that education management is constantly seeking to reform and revolutionize as all policies must be scrutinized to shift away from centralization to a more collaborative effort in the administration of the school. In support of the above findings Winkler and Yeo, (2007) since democracy seems to have swept the globe, the school as an organization must now look towards participatory leadership and management through the modus operandi of teamwork success. They further elucidate, that it is dire for teamwork is not the head and forerunner of policy development in the twenty-first century as school endeavours will centre on teamwork.

In the understanding of Participant 2 of school G, teamwork is not inscribed or drafted but sessions of other policy documents like SASA highlight a scanty and meagre paragraph about teamwork and how educators and principals should utilize their conscience in unravelling the ideas of teamwork through segments of such policy documents. The participant affirms the findings as follows:

Not that I have seen any, however, we do have sessions on teamwork in policies that we have. In your SASA they do speak of teamwork, but it will come as a paragraph or two paragraphs. No policy just speaks of teamwork, which is the main thing, and all the policies that we have they do promote teamwork because they all want you to have a team. They speak of committees, but there is nothing that informs these committees on how they should run. There is no document you get to get bits and pieces from different policies. If full attention could be given to it. It would bear better fruit (P2, SG).

The findings above also correspond with the opinion of Aziz et al., (2020) who believe that schools have struggled with teamwork due to the lack of clear-cut policies that promote teamwork and team building. In furtherance, Schippers et al., (2015)

postulate that if teamwork policies could be offered the needed attention, educators would be much more motivated to work together in consummating educational outcomes. It is contended that paradoxically, little attention has been paid to teamwork policy development and many studies have been done on the subject. Educators work with so many uncertainties in terms of trying to team up with others as much more of their work depends on inferences and teamwork efforts. The dilemma, for principals and school authorities is huge as they must rely on individualistic interpretation of certain sections of analogous policies that speak to other themes and subject matters and feature a minute portion on teamwork (Widman & Mulder, 2018).

4.2.4. Theme 4: Roles of Rural Secondary School Principals in Building an Effective Team and Ensuring that Teamwork Thrives

One of the cardinal objectives of this investigation was to establish the roles played by principals in rural secondary schools in building effective teams and safeguarding that teamwork thrives under enabling conditions and environments. It is believed that the school is the principal, and the principal is the school, in other words, the actions of the school principal have a direct impact on the school and the functionality of the school. The principal may inspire others or could equally demotivate stakeholders with his or her actions (Botha, 2011). The twenty-first-century school principal is deemed to wear a multidimensional hat inter alia being a supervisor, superintendent, instructional leader, and curriculum leader in teamwork.

In the understanding of Vela (2005) the school principal's role has been transformed histrionically and assumed a more complex nature hence the advocacy for more dynamism on the part of school principals in consummating educational outcomes over the past two decades. Owing to the above, I set out to interview principals, educators and deputy principals including departmental heads in secondary schools and observe their critical roles in building effective teams and ensuring that teamwork thrives in their schools. Scrupulous examination of data gathered led to the ensuing sub-themes emerging from the analysis: mediator of conflicts, fostering of healthy relationships, demonstration of exemplary leadership, an effective communicator, goal setter and team coach.

4.2.4.1   Sub-theme: Mediator of Conflicts

Many participants from the interviews and observations agreed that the principal serves as a mediator of conflicts in their school. The core task of the school principal is to be a binding force among the members of the team (Adizes 2008). As we work with others in teams, it is unavoidable that in the school setting conflicts would arise, however, the school principal must resolve them (Donaldson & Sanderson, 1996).

A painstaking perusal of the data collected revealed that principals are expected to mediate conflicts in their schools. Participant 2 of School D claimed that the principals are supposed to detect conflict and with immediate effect arrest them. The supervisory role of the principal is not only confined to the office. In the School ambience, opposing behaviours are the origins of conflicts (van Deventer et al., 2016). The following is the report of Participant 2 of School D:

So, I expect principals to be a leader and a supervisor of everything. To make sure that everything goes according to plan. So even if she sees a conflict at an earlier stage, she should try to minimize the damage by talking to the members at an earlier stage. So, the principal should be observant if I may say so that he or she knows each staff member our personality and stuff so that she will be able to solve conflicts or miscommunications that we may have in the future (P2, SD).

The above findings are confirmed in the literature, that in the school the most common challenges of leadership in teamwork are the emergence of conflicts which are related. Principals are not only hired to manage physical resources but also human resources which demands skilful mediation and resolution of conflicts that may arise among team members (Ryan, 2014). Kruger and van Schalkwyk (1997) elucidate those principals are to be equipped with certain skills and techniques in creativity to deal with all types of conflicts amongst others such as interpersonal, intrapersonal, and individual-institutional conflict. They further explain that it is the responsibility of the principal to lead the team to success, hence the principal is admonished and counselled to adopt conflict resolution strategies such as peaceful coexistence, compromising and problem-solving.

 Donaldson and Sanderson (1996), Claim that conflict is an unavoidable occurrence in any organisational setup just like the school; consequently, it behoves the principal to demonstrate forbearing, longsuffering, malleable, amenable, and less Judgemental

leadership to be able to handle the staff. Chivers (1995) highlights that conflict handling presents the school principal the positive aspects that they could exploit to their advantage such as disagreements over policies in the school which may reveal fundamental problems that could be resolved.

Participant 1 of School A also believes that the principal's major role in teamwork is to maintain peace through conflict mediation and resolution. The participant claims the subsequent:

I think my belief as a principal is that the school is the principal before you build a team, if the school does not have a principal, even that team will never exist. So, I must build a team in such a way that in this school we do not have a problem of conflicts. There are no conflicts among the teachers. If they are there, they are minor conflicts. We do not have major conflicts. Just because we are working as a team. What I usually encourage is that people should always have a brotherly and sisterly relationship with each other so that always there must be a very talking relationship (P1, SA).

It is evident from the above claim that teamwork thrives when there is minimal conflict. Consequently, teamwork exists through the lenses of the principal who is perceived as the beacon of hope to the organisation. It is vital to consider having minimal conflicts during team building, as trying to assemble team members with certain personalities has always remained challenging for principals.

Nonetheless, participant 2 of School A, reported that, expects a supervisory role that is geared more towards conflict resolution in the team. The participant claims the following:

I expect my principal to be a supervisor of the teamwork. So, if he or she sees there is a miscommunication in the team, I think of our supervisor because she is our manager. We have, her here, so as our manager, I expect her to just sit us down and then raise that concern about our team or the school as a team because if she is going to collaborate with divided staff. So is going to lead to disaster. So, I expect principals to be a leader and a supervisor of everything. To make sure that everything goes according to plan. So even if she sees a conflict at an earlier stage, she should try to minimize the damage by talking to the members at an earlier stage. So, the principal should be observant if I may say so that he or she knows each staff member our

personality and stuff so that she will be able to solve conflicts or miscommunications that we may have in the future (P2, SD).

Principals' roles are not to be limited to only supervision in the team but to detect misunderstandings and conflict and deal with them (van Deventer et al., 2016). The findings above suggest that in teams, there are origins besides sources of conflicts such as individual differences, limited resources, personality clashes, and poor or ineffective communication that could trigger serious conflicts in schools. It solely behoves the principal to find common grounds to resolve conflicts, especially by having the ability to detect the conflicts from their earliest stages. According to Robert (1982), the principal should be endowed with certain conflict resolution skills inter alia separating people who are potential sources of conflicts, searching for the most intelligible solution, ability to establish benchmarks and standards for successful conflict resolution, being fair and procedurally reasonable as well as being tranquil and in charge of the situation.

GA et al., (2019) explain that conflicts amongst educators in this modern world are inevitable as a result, the principal's key role in ensuring teamwork thrives is to ensure that conflict is permitted but must however be addressed with immediate effects. The school principal as a team builder and enforcer of teamwork must safeguard unity amongst the educators, community, and parents to ensure the success of the school. Teamwork success is equally measured through the lens of conflict resolution and well as leadership and managerial prosperity keenly hinge on the principal's ability to permit conflict to arise and use it positively to advance the school (Stanley & Algert, 2007). Moreover, as the principal deploys a direct approach, and techniques to resolve conflicts, teamwork is becoming entrenched in the school, as every round of conflict resolution serves as an avenue for the growth of the team. As the principal deals precisely and constructively with conflict in the school's team it creates and imposes practicality which leads to school leadership amelioration with the school being the exclusive beneficiary coupled with all stakeholders.

4.2.4.2   *Fostering of Healthy Relationships*

Analysis of the data collected revealed that one of the important roles of principals in rural secondary schools in teamwork is fostering healthy relationships amongst the educators. Educators often experience patchy and boggy human relationships at the

workplace. School relations in the context of rurality have not been the best, as different stakeholders have claimed (Heystek & Bush, 2003).

Participant 1 of School D opines that the role of the principal is to ensure that educators always openly express themselves irrespective of personal, occupational, or professional challenges they may be facing at the workplace. In fostering teamwork, principals go beyond the call of duty by aiding their educators through collaborative and team teaching as claimed as follows:

My role as a principal is to ensure that teachers are always open to expressing their challenges. Is to ensure that I make teachers understand that to ask someone to help you does not mean that you are a failure, but it shows that you are always willing to grow. As a principal, I group teachers with the same subjects, I encourage them to declare topics that they are not comfortable with, I then go through those topics, if the topics are common, I request them to find someone from other schools who may help them with the topic (P1, SD).

Fostering healthy relationships goes beyond the local school circumstances as principals try to extend teamwork beyond the shores of the school. Principals make clarion calls to other educators from other schools who may assist their teams in teaching topics that are challenging to their educators. This breeds inter-school relationships as such relationships positively yield greater partnerships among clustered schools. Educators desire to see principals nurture teamwork inclusive of imposition of faith in them as well as granting them an audience through feedback, collaborative work; and the provision of professional development geared towards teamwork (Amorim, Neto et al., 2018).

Consequently, educators feel empathetic towards the principal and each other as they perceive the principal as caring for their needs, especially professional needs. Literature confirms that educators have shown greater efficiency and productivity in schools where there is a positive relationship through the principal's visionary leadership (Lambriex-Schmitz et al., 2020). As the principal promotes healthy and positive relationships between the educators' certain gains are accrued in the process such as participation, vision ownership, shared responsibilities, well-defined aims, creativity, and group role effectiveness (Bencsik, 2003).

Participant 3 of school C in affirmation of the above findings professes the following:

As for the principal, he plays an important role in making sure that all of us come together. Because he is the head. So, whatever we do on the side we look up to him at the end of the day we look up to him. So, if he is pulling on the other side. We expect him to be Neutral. We expect him to be always fair and transparent so that whatever we do as a team underneath him we will be able to trust him (P2, SB).

The key role in fostering teamwork relationships in schools by the principals is warranting that all stakeholders particularly educators have unity and a bond of oneness. Participants of this investigation reiterated the sentiment that the principal must be seen as the fulcrum or pivot of unity and catalyst for constructive healthy relationships at the workplace among team members. In the process of fostering relationships among educators in the school, educators expect the principal to be confidential, in other words, someone they can confide in and equally trust.

Green (2005) explains that when positive relationships exist amongst educators it breeds trust and mutual respect and correspondingly eliminates fear of accepting responsibility for school functions and projects. Moreover, literature contends that the secondary school principal fosters deeper relationships among the team members, there is a distribution of skills, knowledge, wisdom and understanding amongst the team members as the door of effective communication is opened as educators become better equipped in dealing the difficulties associated with rural learners in particular because of cultural settings differences (Green, 2005).

4.2.4.3   Sub-theme: Demonstration of Exemplary Leadership

Principals are expected to play critical and vital roles in teamwork and teamwork prosperity in rural secondary schools especially. As the school principal hopes to lead the school in consummating educational goals and motivating behavioural changes in teamwork, the same standard or yardstick is expected to measure the quality of leadership demonstrated by the principal in the consummation of school, aims, objectives and mission.

Participant 1 of School C claims that the principal must always exhibit exemplary leadership to the rest of the team as the team leader:

The principal must always be an example of what he wants the team to do. He must *also play as a role model in everything. When the principal says there must be extra*

classes or there must be Saturday classes or what, she must be involved in that thing. She must not just say a thing and go. She must be involved in everything that the team does. (She must lead by example) (P1, SC).

Principals are expected to be role models to other subordinates or junior educators in terms of positional hierarchy in the school. From the above, principals serve as role models in leading the path to educators. Exemplary leadership is demonstrated through the active participation of the principal in all the decisions that are made as well and the strategies that are enacted and implemented should actively involve the principal, or the principal should take the lead in doing so for other team members to learn from it.

The leadership that rural secondary schools expect from principals is not by word of mouth only but rather by practical demonstration involvement of leadership, in other words, for example, if the principal brings any innovation, it should not remain the prerogative of only educators or team members but the real authentic demonstration of leadership from the principal. Leadership position by authority is not exerted rather people in leadership successfully synthesise authority to aid establishments like the school in attaining their goals (van Deventer et al., 2016). it is contended that modern leadership qualities that are expected in the twenty-first century in principals are the ones who demonstrate leadership through exemplary techniques through the means of assisting teamwork to flourish by equipping and empowering others as leaders; getting strategies established through the team and seriously forging effective teamwork models in their styles that depict their panaches and modus operandi (Ryan, 2014).

In the estimation of Participant 3 of School D, the major critical role the principal should is being the role model of the team for the team members to learn from him or her.

To manage the school and coach each teacher. To make sure that teachers do their job correctly, to give support to the HODs. She is the one who has that spirit compared to us as HODs and teachers. To be our role model as principal. If she says they must do this, she must be the first one to do that so that we can follow the principle. I expect the principal to lead by example (P3, SD).

In an endeavour to support the educators to do their job correctly, the principal of secondary school demonstrates exemplary leadership by being the first to do anything he or she asks other team members to do.

Participant 3 of school F echoes and accentuates the same sentiments that, the principal is expected to play the role of a model of teamwork in the school by promoting certain activities that lead to teambuilding and teamwork:

I expect my principal to be a model for this teamwork. I expect him to have certain activities that promote teamwork like teambuilding activities. I expect him to heed us for example to show us the way. Well of course we do have team-building exercises in the school that are trying to promote this teamwork. He is a key role player because he is leading the school.so He should be able to train us and instil in us what is required. There should be a blueprint of teamwork that we follow because as a school we are professionals we need to follow some documents of what we aspire to as a school looking at our motto, vision and mission of the school so that we can easily articulate because, if we don't understand what the school requires it will be very difficult for us to reach the goals of teamwork. So, I just believe that he must light us. He must be able to have confidence in this team building he must be able to wear bigger gloves. We require him to be an exceptionally good leader and good administrator as well as good file keeping and all those things.

Demonstration of exemplary leadership also entails promoting teamwork and team building in the school. The principal is expected to show the way things are to be done in the school setting. Offering effective training during professional development to build the team, managing the team effectively, through effective documentation, accurate bookkeeping and filing system offering teamwork design for team members to follow suit. Being a good leader and as well as an administrator.

Correspondingly, Sterling and Davidoff (2000) contend that educators and principals in South African schools are bedevilled with challenging circumstances such as a lack of inspirational visions and ineffective school management just to mention a few. This requires a visionary leader who would take the school on the trajectory of guiding, motivating, creating, and building visions as well as breaking boundaries to be a role model for educators to follow.

In the understanding of participants 1 and 3 of school H being a role model to the team members is to provide inspiration and motivation to team members. Especially post level one educator so that they can optimally perform and give their best. In providing prototypical leadership, principals are expected to give praises and accolades where they are due, and reprimand team members when necessary. Principals, moreover, through meticulous analysis of data are expected to have their ears on the ground to know team members at personal levels. Educators expect the principal to be ubiquitous and show up most often even during departmental meetings, to be the herald, forerunner and at the forefront of the school team.

4.2.4.4   Sub-theme: An Effective Communicator

Synchronously, the succeeding participants inferred the fact that principals in rural secondary settings play the roles of effective communication to the teams in teamwork: participant 2 of school C, participant 2 of school F, Participants 1 and 3 of school G and Participant 3 of school H.

Participant 2 of School C asserted the following:

My role in trying to build the team is to use an open policy, not to hide anything to try to make. We start from the SMT. Whenever I attend meetings I come back and share the information with the educators and then with the SMT first and then we go for the staff meeting and we discuss all the issues and we try and encourage them to adhere and we also try to make sure that even when it comes to submissions, we adhere to those dates that are given to us. So, it also assists us while we are playing that role, we are trying to make teachers aware of whatever the department wants us to do. It also enables us to motivate them, to encourage them and we also recommend and thank them for whatever good they have done. it assists us to work as a team and it also makes us reap satisfactory results even when it comes to teaching and learning P2, SC).

The above affirmation implies that secondary school principals are aware that they need to play or operate an open-door policy in terms of their communications by being straightforward and honest with educators. It could be inferred that the principal plays a key role of effective communicator using information flow or cascade from the SMT to the educators, especially in reporting back from SMT meetings or higher order meetings. Principals need to effectively communicate during staff meetings to team

members by assisting team members to be clear with submissions and deadlines. In actualising effective communication, the principal in furtherance is expected to motivate and encourage team members as observation revealed that, educators feel motivated, and inspired when the principal offers real messages that resonate with the team members. As principals also verbally utter praises to team members, it moves them to give their best hence aiding in improvement in academic performances.

Botha (2013) authenticates that effective communication in the school ambience is critical as it possesses the ability to motivate staff. It further stresses the organisational success of the school is practically hinged on the effectiveness of the leader's ability to effectively communicate. Consequently, in teamwork, it is essential to identify a principal's effective role through his or her prowess in terms of communication (Thompson, 2011). Ellis (2004) equally, accentuates the fact that in the daily routine of the principal, he or she is indirectly in communication through, dress code, body gestures, postures, and walks.

Likewise, participant 2 of School F is of the idea that it is the role of the principal to hold up meetings, through which he or she can motivate staff members.

Am expecting the principal to do the same as I have said, to hold up meetings to motivate the staff, give them his opinion and show direction to all educators that from here we must do this we must do that by so doing the principal will see to it that the school is growing because each time when he meets his staff, he is used to motivating them and give them his ideas and opinions how to handle the school to grow (P2, SF).

The essence of communication is not only to pass on a message but to offer direction and steer the school team. It is contended that an effective team demands an effective and assertive leader, skilled and endowed in terms of communication proficiency who offers authentic, suitable, and straight communication to motivate his or her staff to achieve organisational goals (Jude, 2006). Chivers (1995) buttresses that in modern school management, teamwork has assumed leadership, which encourages the principal to also assume the role of effective communicator which requires him or her to have clarity of expression, appetite to provide extrinsic motivation to the team members and capability to offer responses to team members through feedback.

In the purview of participants 1 and 3 of school G, the principal through his or her role as an effective communicator should communicate in support of team members especially to departmental heads of their schools.

They both asserted as follows:

I expect her to be supportive. To be part of whatever decision is made by me as a departmental head not necessarily, that she should be part of the decision that I should go through her with whatever decision that I will take. But I must inform her of the decisions that I have taken as Departmental Head. So, I would expect her to respect me as I will respect her, and she should respect my decisions and there also should be open communication between the two of us. Whatever needs to be addressed, I will also want to feel free to approach her with whatever concerns her and concerning myself. So, I think they should be (so in other words I want her to be approachable) yes approachable. I also expect her to guide me. If I need guidance, I should be able to go to her (P1, SG).

Is to function as a leader in the team who can provide the necessary information and resources so that the teams can work, and to be able to clarify the work of the teams so that the teams can work. She is also expected to be a member of the teams she must also work in the teams in such a way that the teams are not too far away from the principal. She must be somewhere there suggesting and taking some of the problems of the teams in such a way that she can help them before it is too long so that the teams should be able to work (P3, SG).

The principal's communication role is in great anticipation of the findings above in the sense that, departmental heads expect principals to communicate respectfully, and be more open in dealing with them through mutual respect and support. That is decisions that are communicated to principals by departmental heads expect support.

However, principals are also expected to communicate to clarify issues that arise in groups and teams. Through effective communication, principals are encouraged to be part of secondary school committees and not leave them alone. Teams are created through school committees that in many respects are regularly tasked with a multiplicity of activities, such as sports, entertainment, learning, teaching support and materials as well as maintenance and school-based assessment committees. It is incumbent on the principal to ensure that clear messages are delivered to these

committees and then the principal ought to be an integral part of the teams through committee participation.

4.2.4.5 Sub-theme: Goal Setter

Principals as education managers and leaders should play the critical role of setting goals for the team as such goals and objectives would be deployed at some stage as the performance yardstick of the school (Steyn & van Niekerk, 2013). Painstaking analysis of the data and observation manifested that educator in rural secondary schools expect their principals to play the role of setting goals for the teams to ensure that teamwork thrives and succeeds in their schools. Participant 1 of school B affirms the above findings through the ensuing report:

As the manager of the school, he must have set the target that the school must achieve. So, his is to see to it that each member of the team is working towards achieving that goal. So, is constant monitoring and giving guidance as well as mentorship (P1, SB).

The above proclamation implies that principals must set targets or goals for secondary schools. Playing the role of goal setting also implies, that the goal must be achievable by the team members. It is also the role of the principal to ensure that each team member buys into the target vision or goal and channels or energies in inclination to achieve the goals. The principal is placed in fiduciary to ensure that there is effective and proper monitoring and giving of guidance and mentorship to team members in consummating the set goals.

Principals lead the school and are consequently expected to hallucinate within a certain permissible range to apprehend and comprehend where the school should be heading towards to (Sterling & Davidoff, 2000). They further throw more light on the effect that the principal should be able to set goals with acute considerations to all factor combinations and probabilities as well as plausibility. Göker and Göker (2020) buttress that it is fundamentally significant for the principal to set goals for the team of educators to align their expectations. Thus, when the principal sets goals, it offers the team proper direction and focus besides a sense of purpose. personal or intrinsic motivation or drive could be extracted from goal setting as teamwork unfolds, team members try to resonate with the vision to ginger themselves for the task ahead

consequently placing their own identity or their motivation in the goal (Enzai et al., 2021).

Goal setting according to Sterling and Davidoff (2000) serves as a road map for the principal in providing inspiration and reinvigoration, as well as revitalisation to team members to continue to push for the attainment of the goal as the principal also endeavours to reshuffle strategies and plans as well as tactics through teamwork to redirect the teamwork ship towards the goal. furthermore, Styen and van Niekerk (2013) contend that in setting the goals for the school, it is worthy of recognition for the principal to set goals that are specific, measurable, achievable, realistic, time-limited, and positive.

Participant 2 of school H points to the fact that goal setting is tantamount to the sharing of responsibilities among the team members.

As a leader of a school, he must play a role in building teamwork whereby he assigns duties to the team as he also sets goals so that they work together. And he must design the policy to ensure that teamwork is there, and teachers are working in groups (P2, SH).

The opinion expressed above denotes that the principal's role is not only limited to setting goals but also ensuring that duties and responsibilities are assigned to team members so that goals become attainable through teamwork. Similarly, participant 2 of School G attested to the above opinion and expressed a related point of view as follows:

Well, it depends, schools are not the same in terms of size, in terms of demarcation, in terms of staff gender. However, the principal you look for is the role that you will play in the school. One. You must promote teamwork, by first allocating duties to teachers, and making them accountable. Make them head certain teams not that you are always heading teams and they are always listening to you. Make them head teams. Make them lead in those teams so that they can come back to the SMT and report. By so doing you want them to be able to make people account so that they learn to account indirectly you are making them a team because every teacher who is at school will end up being a leader of a certain team.

A leader that will have to make people meet. If you are unable to make them leaders. And if you want to lead by yourself, you will never be able to make them work as a team. So, by assigning duties to them, make them account and make people account to them. You are promoting teamwork in your school. You are building an effective team. You also open the door for people to give you critique as a leader to be able to come and say but here and you're open to that, that will also allow you to grow and allow them to tell you, how they would like you to grow them because they are adults (P2, SG).

Principals, roles of setting goals equally entail prompting teamwork, and assigning key duties to educators for them to report back to the SMT. it entails also promoting accountability and building effective teamwork. it amongst others operating an open-door policy of leadership and strategic management of the school.

The duty of the principal cuts across goal setting and assigning duties to team members in the stretch and gamut of goals that are set to be attained by the school. The principal inculcates in the team a sense of responsibility equally through duty assignments. Davies (2009) articulates effective leaders make leaders out of their teams and have the knack and penchant for assigning demarcated roles and responsibilities as far as the setting of the direction of the organisation is concerned. In directing the school goal or vision, the principal ensures that goals are translated into workable deliverables attached to team members so that one can locate a certain level of accountability in the organisational scheme of things (Bush & Glover, 2003).

4.2.4.6   Sub-theme: Team Coach

Belbin (1981) found that teamwork is vital to the survival of the school due to the global transformation of leadership and management, one cannot discount the essence of having a leader who provides leadership like a coach. This study found that the role of the principal in teamwork is like a coach who provides leadership to his soccer players in a game with a winning mindset or mentality. Being a team coach implies furnishing strategic guidance to the team, inspiration, advice or counselling, and mentorship as reported by participants.

Well of course as a manager, you must always bear in mind that you lead as a coach and as you lead you must bear in mind that you are not leading just inhuman things, but you are leading and coaching the collaborative assets which are inhuman and

human assets. So therefore, my role is centred on mentoring, motivating, and counselling provision when necessary and of course, it will never be a silent mode. Counselling provision must be there. Especially to the newly appointed educators. Even the newly appointed SMT. So, for me, I play a leading role as a coach in superseding all the challenges by bringing them together in the form of guiding them in line with the policies presented by our department. Playing around with how to make it work because the policies are there but for me is to make sure that they are implemented, and they are worker-friendly, and they are accessible, and they are understandable by everyone and most importantly they owned by everyone for their effectiveness (P1, SE).

The proclamation above by the participant implies that principals do not just lead teams but provide steady coaching, counselling, mentoring, and motivation, to all team members especially newly appointed educators who normally are new in the system. The principal is not leading inhuman assets only but human resources who have feelings. In other words, the principal is an integral part of providing induction to newly appointed educators and SMT members in the school.

Lock et al., (2009) highlight that induction to newly appointed educators is overly critical as they require constant monitoring and coaching through a well-institutionalised programme at the school level with the principal playing a leading role. Induction is tantamount to coaching is many times the principal who is the site manager becomes more attached and personalised to the inductee through effective monitoring, counselling, and feedback to ascertain the gains made by the mentee pegged against the performance yardstick set (Cull, 2009). Furthermore, the principal plays the role of coaching beginner educators or novices by creating a conducive climate for the newly appointed educator or SMT member to feel welcome (Makkonen, 2005).

Of course, the study correspondingly found that the principal's coaching role also involves taking educators on the tour of familiarisation with relevant department policies in ensuring that teamwork thrives, and the team can surmount all challenges and difficulties they may encounter in the process of executing their educational mandate. Davis et al., (2005) accentuate that the role of the principal has amplified to combine a staggering amount of specialised tasks with the advent of policy revolution

and transformation from centralisation to decentralisation; principals are expected to play the role of educational dreamers, instructional and curriculum leaders, assessment specialists, disciplinarians and community builders as well as public relations and communication experts, budget analysts, facility managers, special programme administrators, besides legal and contractual and policy implementers and initiators of various developmental projects at the school level.

In effect, a shift to a school-based management system has also put the principal at the forefront of building the capacity of the teams that they work with to draw the best from them (Botha, 2011). It is purely mandatory on the part of the principal to offer a coaching role to create and enhance the capacity of the team members to bring them to high productive and efficient levels in the school. Research points to the need for the principal to be the focal point in teamwork and seek all avenues to extract the best from their staff (Liebowitz & Porter, 2019).

In the opinion of Participant 3 of School D, the principal's dual role glides on the effective management of the school coupled with coaching the educators, to ensure that educators do their job effectively.

To manage the school and coach each teacher. To make sure that teachers do their job correctly, to give support to the HODs. She is the one who has that spirit compared to us as HODs and teachers (P3, SD).

This study found that educators and departmental heads perceive the principal as a person with the innate and inherent capacity to offer coaching to all educators in the team to ensure they offer their optimum input and reap maximum output. Educators especially departmental heads of schools expect their principals to give them unflinching and unwavering support in their quest for excellence, educators hope to rely on the coaching prowess of principals to go about their duties. The study equally discovered that educators and departmental heads believe and trust in their principals and that they possess the wherewithal to support and assist them go about their job effectively.

Steward (2006) concurs with the above findings that, the principal stands as a transformational change agent in the equation of the school enigma within the school-based management system to offer a multiplicity of support to the staff through

effective instructional programmes. furthermore, as a leader, there is a clarion call for support to all stakeholders.

4.2.5. Theme 5: Roles Played by Deputy Principals and Departmental Heads in Building Effective Teams and Ensuring that Teamwork Thrives

One of the aims of this study was to establish the roles played by deputy principals and departmental heads of secondary schools in constructing operative teams in their various schools. As it stands, the crust of the study is hinged on leadership roles played by the secondary school principal, hence, it was equally significant to analyse the data extracted through interviews and observation on the roles that deputy principals play and departmental heads in building effective teams and ensuring that teamwork flourishes in rural secondary schools. Mestry (2017) believes and contends that the twenty-first-century principal needs able assistance from deputy principals and departmental heads in teamwork and effective school management could be a realistic attainment. Scrupulous perusal and examination of data revealed the subsequent sub-themes: offering team support, monitoring school attendance, ensuring there is open communication and organising developmental meetings.

4.2.5.1 Sub-theme: Offering Team Support

According to Nxumalo (2021:2), the volume of work and functional duties that are supposed to be performed by the principal makes it impossible for any school principal to achieve anything meaningful concerning school goals and aims alone. This, consequently, creates the need for teamwork support from the deputy principals and departmental heads of the school to offer formidable support to the principal. This investigation established that deputy principals and departmental heads of secondary schools offer huge and colossal amounts of support to their principals in playing their roles in teamwork and accordingly ensuring that teamwork thrives in their schools.

Participants 3 from school D, 3 from school F, 1 from school G, 2 of school E, 1 of school H and 1 of school B shared their similar sentiments in offering various forms of assistance to their teams and the entire school staff. Participants 3 and 1 of schools G and F respectively concurred that their major roles were offering various forms of assistance to their subordinates and colleague educators ranging from academic, administrative, and personal to ensuring teamwork. The study further revealed that deputy principals and departmental heads can assist educators below the hierarchy

that is post-level one through rigorous motivation and dialogue ranging from various issues even though some may be non-educational.

Am willing to offer help to my fellow educators if they encounter problems (Helping) whether academically, or personally, and am always available to assist if can assist so that we can work together as a team because it does not have to be educational all the time, it can be a personal issue. So, if someone is having a personal issue may not be able to perform well in his or her duties as an educator. So is better they know if they have a problem, their leader can talk with them and address whatever issue that they might have. (I offer motivation and advice) (P1, SG).

Scholars explain that in many respects deputy principals and departmental heads do not only play the role of gap-filling for the principal but in accordance undertake certain viral roles such as motivation and personal counselling to new educators and post-level- educators (Abrahamsen, 2018). According to Bulawa and Mhlauli (2018), deputy principals and departmental heads are not there to play delegatory roles for the principal alone but have duties to the teams to ensure that they become the engines of teamwork in offering all forms of support to educators and other staffs of the school.

Meanwhile, participants 2 of School E and 1 of School H elaborate besides pointing to the fact their roles as deputy principals and departmental heads correspondingly is to detect gaps in the teams and where support and assistance are needed and essential through the provision of resources, skills impartation in consummating educational goals of the school. Participant 2 of School E claims the subsequent:

As a departmental head, I have colleagues who are under the Department. We are a team under commerce and humanities, we have teams where we cascade all the developments within the team. We discuss issues pertaining the collaboration within the team. We share our vision of teamwork within the school. We also have a departmental policy which ensures teamwork within the department and the school. I give them support; I motivate and guide them. I monitor their work and I often stabilize the situation. I even conducted the learning outside the classroom whereby on the 28th of February we went to Ushaka Marine where our commercial learners especially in grade 12 had an outside classroom which was interesting for our learners as well (P2, SE).

The findings indicate that departmental heads and deputy principals' roles in teamwork include engaging in demanding discussions led by the DH or DP through collaboration in the teamwork as well as giving essential support through motivation, guidance, monitoring of educators' work, and mediating learning outside the normal school ethos and climate.

Literature has revealed that the role of DHs and DPs cannot be underrated as they assist the principal and team members through administrative operations, instructional leadership, and management duties (Khumalo et al., 2018). They further explain that the key role of DHs, and DPs is to assist the staff members and non-teaching staff to also undertake their tasks with effectiveness and efficiency frequently moving towards the consummation of the school mission and vision. Working with other members of the SMT is critical as the school operates through connectivity and linkages of various departments and committees; one cannot underestimate the DHs, and DPs' unflinching prowess that is inherent in them which teams need and therefore ought to take advantage of in team building and teamwork process and development (Shore & Walshaw, 2018).

4.2.5.2   Sub-theme: Monitors of School Attendance

In the point of view of participants, 3 of school D and 3 of school F, deputy principals and departmental heads play the role of monitoring daily school attendance of learners as well as educators and other non-teaching staff by equally ensuring that discipline in all spheres of the school is monitored duly. The routine things like dress code, learner discipline and behaviour in the classroom, and assignments are all monitored by DPs and DHs. Furthermore, this study found that DPs and DHs monitor the daily marking of registers and offer mentorship to inexperienced staff.

Participant 3 of School F reports as follows:

Well, I have several duties as a deputy principal. But I focus on it because there are two deputy principals. Mainly am not on the SMT side, the deputy principal is for exams and academics. My mind is to make sure that we have a very fine policy since we have many major disciplinary problems in this school so I make sure that things like uniforms, dress codes, behaviour in the classroom and homework I make sure that all those are done and also look at the teacher attendance in school, the marking of the registers, is often a thorn in the flesh of teachers, they cannot mark the register

properly. Various other functions like mentoring (Mentorship of inexperienced staff) and new staff also see that we took the side of the visitors to the school. Normally, I welcome the visitors and find out what they are looking for (P3, SF).

Similarly, participant 3 of School D shared an identical view as Participant 3 of School F who incidentally were Deputy Principals and Departmental Heads respectively that her main role in teamwork was to ensure teaching and learning was continuous in the school. To equally, ensure learner punctuality as well as educators. The monitoring of educators' school attendance was on the agenda of Participant 3 of School D with particular emphasis on classroom attendance as well as continuous pedagogy in class. Furthermore, in ensuring that teamwork thrives in her school participant 3 of School D further claims that her main role was to ensure that there was proper and effective instructional leadership to properly monitor educators in doing their job effectively and efficiently. Since the responsibilities of the principal have taken a multifaceted dimension, to ensure that teamwork thrives in secondary schools' scholars advocate that DPs and DHs play effective roles in managing the instructional programme of the school as well as being the drivers of the administrative duties of the school to free the principal to attend to the strategic needs of the school (Botha, 2013).

Yes, is to make sure that in our school, there is teaching and learning that is continuing inside the school to develop the reality and respect for the profession of my management. To make sure that most of the learners are punctual and the teachers. Then the teaching activities take place. To monitor teachers' attendance to make sure that they go to class. Teaching and learning are continuing not just to come to school and not do anything. To make sure that they are ready to come and do their work on time. (PS, SD).

The job description and specification of DHs depict several core duties that require competence to effectively manage the department. These core duties are teaching, extra-curricular, personnel, general/ administrative and communication (DBE, 2016). Everard et al., (2004) posit that Deputy principals and Departmental Heads find themselves in middle-level management and are therefore expected to play a critical role in teamwork to ensure the success of the school such as routine administrative duties in bringing the teams to a place of success through objective attainment. The

clarity of roles in teamwork is critical as DPs and DHs seek to effectively contribute to distributive leadership, and collaboration and play a major role in ensuring that teamwork thrives in rural secondary schools (Botha & Triegaardt, 2014).

DPs and DHs due to decentralization are placed at a very critical position on the echelon of school management and leadership or administration to undertake and play critical roles and functions to complement and augment the work of the school principal, in teamwork it is recognized that principal alone cannot carry the burden of the school hence the need for DHs and DPs to up their game in assisting in routine chores and responsibilities (Clifford et al., 2012).

In the past activities such as class instruction, curriculum management, general, pastoral care, and managerial responsibilities based on the delegatory powers of the principal used to dominate the modus operandi of deputy principals and departmental heads of secondary schools Webb and Vulliamy (1995). However, the advent of teamwork and team building dictates that DPs and DHs be allowed to play roles such as strategic leadership, instructional leadership, student management, community, and parental management, staffing issues and operational functions Cranston, Tromans and Reugebrink (2004). Moreover, in building effective teams, DPs and DHs play critical roles in the distributive leadership agenda where principals need to permit the successful involvement of their subordinates as the team leader places accentuation on capable support from them in a manner that warrants teamwork and development of teams (van Niekerk, 2022).

4.2.5.3   Sub-theme: Ensure that there is Open Communication

Goh et al., (2020) theorize that communication is the main tool used to build an effective operation in any organization that seeks to consummate its aims through teamwork besides team building. In the view of Botha (2013) school or any organizational success is hinged on the effectiveness of its communication machinery as he equally highlights that effective communication may lead to a plethora number of problems in the school climate. Scrutinizing the data collected through interviews and observations revealed that DPs and DHs serve as the linkage in the communication channel between the school management team and the principal, the teaching staff in addition to non-teaching staff.

Participant 3 of school G brought to the fore that as the departmental head his or her role in building an effective team and ensuring that teamwork thrived in his or her school was to communicate effectively to team members as well as the subordinates in the team. The participant further reiterated that communication was critical in achieving the goals of the school through teamwork and effort as educators encounter problems they expect the DH, to cascade the information and narrate their concerns to the management team besides expecting concrete feedback and panacea from the DP or DH.

I think the best role for a departmental head to play in building an effective team is communication. Communication is important, as a leader you need to communicate with your subordinates. So that you will be able to achieve whatever, that is it that you want to achieve as a team. So, communication is crucial to building winning teams (P3, SG).

In concurrence, participant 2 of School E shared and buttressed the same judgement as a departmental head that he or she ensures that there is open communication between his or team members as the team receives a consistent flow of communication. The study equally found that any effective supporting role that DHs and DPs could offer was to always solicit the opinions of the team members through active engagement so that they could comprehend their thoughts better and cascade their grievances and challenges at work to the SMT for further deliberations. Participant 2 of School E reports as follows:

I always make sure that I have an open channel of communication. Everything that needs to be done I communicate it with my team in the department, which is the educators. I make sure that I get everyone's input and opinion on everything before is done. My role is also to check if there is any support my team needs whether it would be resources or whether is any type of skills or knowledge in achieving or fulfilling the goals they are trying to achieve. So mostly, my role is a good communicator with them so that we can communicate and produce different remedies on how to deal with issues that we are facing (P2, SE).

From the above, one could presume that effective communication is critical to reducing the barriers that bedevil effective teamwork in South African rural secondary schools. The onus or responsibility of effective communication lies with the DPs and DHs

because of their positional attachments and importance in the school hierarchy of management and leadership as they serve as important links between the principal, and the entire school body or organization (Botha, 2011). Furthermore, Kharina et al., (2020) explain that in communication, there is a need for clarity of expression from superiors to subordinates so that educators or team members could anticipate positive responses from their superiors. Communication is significant in teamwork since it does not only send messages or convey information but also leads to the fostering of stronger relationships in teamwork especially between the principal and the SMT members (Thompson, 2011).

School challenges are everyday issues however, in the understanding of Wayne and Miskel (2013) DHs and DPs can deploy effective ways of communication to alleviate school administration bottlenecks as most answers to debilitating management challenges could be remedied through effective communication channels in teamwork with specific emphasis on how DPs and DHs express themselves towards their subordinates.

4.2.5.4   Sub-theme: Organizing Departmental Meetings

The importance of the study was in accordance to draw from participants their roles as departmental heads and deputy principals in building effective teams and ensuring that teamwork thrives in their schools. Upon painstaking analysis of the gathered information from deputy principals and departmental heads the study found that most importantly, DHs and DPs organize meetings for their various departments to cascade vital school management and administration information to other team members. Mostly, meetings are conducted at the commencement of the year, to share the strategy in line of deployment and equally afford a chance to other team members to make their contributions. Through such meetings, DPs especially can use the opportunity to motivate team members to offer their optimum best in consummating team goals.

Participant 2 of school F reports the subsequent:

Yes, the thing which is important here in the team that am working with is to call them to have a meeting at the beginning of the year where we have a plan for the term, and what are we going to do, I give everybody a chance to speak his or her view to work together so that what I can say here. Yes, when we are together, I must motivate them

first to raise their morale; when we are starting to work somebody will remember that motivation said, we need to cooperate we need to ask each other for help, so motivation plays a key role (P2, SD).

Likewise, participant, 2 of School A shared a comparable opinion that most of the time they have timeous meetings. She reports the following:

Most of the time, we have timeous meetings, or we set- up meetings. We schedule meetings and then; whereby we discuss issues. Sometimes teambuilding for us as a school we do go out as a school. We discuss things outside of the workplace. But we go out as a team. I interact with my subordinates. I get their views on issues and then whatever that they discuss, or we discuss, I note them down and then we discuss it with the SMT of the school. So that at the end of the day, our school will be in that situation whereby we are all understanding what is it that is expected of everybody? So, we discuss issues and then communicate with them. we give them a chance to air their views about issues and how things should be done because our leadership skills here are not about top-down like flat ones. Everyone is entitled to produce ideas. So, we must get everybody's ideas or opinions so that we work out things (P2, SA)

The declaration above shows that departmental heads set up meetings with their teams to solicit their views on issues in education and eventually report to the SMT of the school to improve teamwork and gain comprehension of individual roles in the school. more resourcefully, it could be deduced that such meetings serve as a platform for team building through brainstorming of ideas offering subordinates the chance to make meaningful contributions in terms of the exhibition of leadership skills and initiatives. Steyn and van Niekerk (2013) reinforce the point that team building requires scrupulous attention to the endeavour to permit ideas generation where team members in a meeting can come out of their shells and positively air their feelings. in furtherance, research has revealed that there 4 main stages of team building phases inter-alia, forming, storming 'norming' and performing where the latter emphasises team maturity through offering solutions from team members to any team difficulty (Tuckman, 1965).

In the understanding of Participant 2 of School H the DP performs a critical role sometimes through delegation but more often conducts meetings with departmental heads by having a face-to-face meeting and brainstorming ideas which in turn the DHs

communicate the ideas to their departments in their own departmental levels' meetings. The participant further elaborated that as DP his leading role was to organise such, meetings with DHs so that the chain of information flow and communication in the team would remain intact and consequently learn to understand the challenges of the various departments in the school.

Moreover, participant 3 of the same school H who happened to be DH concurred with the findings above those frequent meetings are always scheduled at least twice or once a month with his team. In such meetings, the agenda is centred on the rectification of operational errors and challenges of teaching and learning where each member of the team gives an account of their subject or class. The DH also uses the opportunity to mediation and fair solutions to interpersonal conflicts among team members as well as resolve instructional bottlenecks and defects.

I always sit with them and have meetings frequently, once, or twice a month usually once a month and being honest with them. And am not taking stories favouring the other member of my team while oppressing the other one I cannot do that so to build an effective team, I must be honest with them and fair to them and always transparent with them and advise them accordingly in an affair way. and try to use the department policies to discipline if they get out of hand because, as a team somehow, we will make mistakes and we have to rectify those mistakes and so I do that honestly even if teachers are having that friction, I sit with them and call both of them I hear both stories from both sides and then come up with the with a fair solution towards these two teachers and sit with then and try to find a solution to be fair to both of them. I do not do favouritism that is what I can say in building an effective team (P3, SH).

From the above, the findings are entrenched in the opinion of Participant 3 of School H, that meeting organization is critical to the enhancement of teamwork and teamwork success. The participant believes that during the meetings organized by the DH, grievances are resolved in fairness without favouritism to parties. In building an effective teamwork culture, the study established that DHs and DPs will have to be transparent with team members, especially during their meetings and adhere to the usage of departmental policies and code of ethics in the work ambience.

Van Niekerk (2022) in teamwork through distributive leadership accountability is the core where various levels of management demonstrate strong accountable

governance there is effective coordination in achieving the educational goals of the school. As school management team members (SMT) it is similarly unavoidable on the part of DHs and DPs to ensure that meetings are profitable sessions to offer solutions to subordinates and to permit them to understand the vision of the school and the direction the SMT is hoping to take the school to in attainment of the educational goals of the school (Schlebusch & Schlebusch, 2022). More importantly, school leadership is responsible in terms of ensuring that teamwork thrives in rural secondary schools, hence the extent of trust built by team members is contingent on the DHs approach to his or her subordinates in his team or department as humans have a natural inclination towards people who offer them audience (Solomon & Steyn, 2017).

4.2.6. Theme 6: Educator Roles in Working as a Team

In assessing and evaluating teamwork success one cannot discount the various roles played by all stakeholders in the team. Bencsik (2009) explains that successful organizations or schools have proper role players who know what to do at any given time. The objective of the study was attached to the establishment of the roles that educators play in teamwork or teamwork success in rural secondary schools in South Africa. Johari et al., (2021) concur that the fourth industrial revolution has brought a massive alteration in the way educators are perceived in the schooling narrative as educators as main players in the terrain of education are no longer mere pushovers but active role players in turning the school around. In endeavouring to unearth this truth, I rigorously analysed the data gathered through personal interviews and observation to comprehend the role played by educators in teamwork and teamwork success. The ensuing discussion glides on the subthemes that emerged on the role played by educators as subordinates to principals, deputy principals and departmental heads.

4.2.6.1   Sub-theme: Respect for Team Members.

Participant 3 of school H, who happened to be a Departmental Head opined that, educators would help a great deal their teams of if they could demonstrate a little bit of respect for team members and supervisors. The participant elaborated those educators should always take instructions before complaining in listening to

supervisors they are demonstrating by example mutual respect that should be offered to other team superiors as well as team members:

To listen to supervisors, respect supervisors, listen to the instructions whether they are fair or not in that time. Then they can complain if there is a complaint. But to work as a team you must listen to your supervisors, and your superiors first before making complaints thereafter. So, I always advise them to do that, and it will help them in many things even in future if am not here maybe soon will no longer serve in this school so this will be a problem if they do not listen to their supervisors. They must, even if the instruction is not fair, they must listen to it and then complain later. So that is the slogan I tell them when it comes to making sure that teamwork is running smoothly within the colleagues (P3, SH).

Participant 3 of school F stated, that for teamwork to thrive, there has to be respected in the form of developing trust, and understanding among team members besides educators in teamwork need to trust one another and treat each one as important in the team, the participant further elucidated that the prime role of educators is to show other team members their reverence by demonstrating unflinching dedication to the cause of the team by also adhering to departmental policies more especially in honouring the completion of the annual teachings plans (ATPS). Moreover, educators' dual role must equally encapsulate strict adherence to submission dates so that teams can function and operate optimally.

The participant elaborated as follows:

I expect teachers to first work as a team, to have a good understanding first and trust each other to work as a team. In other words, to work as a team, all of us are important in this team. No one person has got incredibly satisfactory results, but we trust that it must be a collective work as a school. To be dedicated to what we are doing. We are punctual to work as a team. We must follow all the policy documents of the school, especially the ATPs, and submit, and observe our submission dates. Work as a team so that whoever is managing that side section is not a person who is doing something wrong. We just must trust each other (3, SF)

More emphatically, participant 1 of School G hit the nail right on the head by declaring that there should be respect among educators, not educators as peers only but the School Management Team as well. However, the study established that even though

educators are expected to role play respect, it should not be negative and result in fear of the SMT so that they are unable to voice out their concerns to the group leadership. Educators' role of respect should bring them near the leadership of the school and the team not to rather throw them in far distance without having meaningful access to management because of a show of respect.

I expect them to respect one another. Not only them as peer educators but even the management, should be able to respect them, and they should not respect them in a bad way that they might fear them. They are not able to talk with them whenever they are facing a problem or whatever. So, I think there should be open communication amongst them, the educators as well as the management. They should not feel restricted as to when they can have access to the leader or the management. They should feel free to talk with them, I think that will make them even feel comfortable and they will be able to work freely, they should not feel like they should work when they are under supervision, or they should feel free to do whatever they are supposed to do (P1, SG).

To buttress and entrench the above claim participant 1 of School C asserted the subsequent:

I expect them to involve themselves in everything that entails school. When there are extra classes or when we organize functions, they need to be there. I expect them to do everything we discuss as a team (P1, SC).

From the above proclamation, there is a high proclivity and presumption towards educator involvement in all aspects of teamwork. Teamwork must pervade all aspects of the school's functionality. Team members must conduct all management discussions. Literature confirms that in team building and teamwork, educators will attain greater productivity if they sense that veneration exists among the collegial group (Everard & Morris, 1996). Furthermore, Northouse (2004) contends that unified dedication to team respect yields a greater sense of unity and once educators begin to recognize a positive vibe and rapport amongst themselves, they exude trust and confidence at the workplace. Teamwork requires that the SMT is knowledgeable and aware that educators demand respect and humanity in the advancement of team goals attainment, roles need to be respected in actualization (Rakan, 2020). Educators are more encouraged and motivated intrinsically and extrinsically in their roles as they

become more involved in the decision-making process in the quest to build themselves in playing varying degrees of roles (Hulse & Owens, 2019).

4.2.6.2   Sub-theme: Work Collaboratively

Participants 1, and 2 of school H explained that educators play the role of functioning collaboratively in teamwork through effective lines of communication especially whenever they need assistance. Participant 1 explained that educators are expected to bring effective work ethics into the school ambience by staying compact in their communication lines and channels.

I expect them to open the line of communication whenever they are struggling, or they are facing any difficulties. They must be able to communicate about it, I also expect them to be able to work collaboratively and assist each other. Whenever the educator has done well obviously, I must be able to award them. I Try to conduct special meetings whereby I award them for the excellent work that they have done, and I also emphasize to them to do it to the learners so that we can become an effective team (P1, SH).

Meanwhile, participant 2 conjectured those educators need to be effective, accept to be part of teams and be motivated and encouraged in sharing ideas and in open understanding of each team member through capacitation. It is vitally important that educators perceive the need to be of help to their teams without being told all the time. Learning from each other aids the team members in comprehending the strengths and weaknesses of educators in the team on an individual basis and personal levels in that regard educators can augment each other making the team stronger and seemingly fortified. Research validates the above findings that as teams appraise themselves, they can identify their pitfalls and conquer their fears through active engagements (Widmann & Mulder, 2018).

In the point of view of participants 1 of school A and 1 of school F, working in collaboration denotes team teaching. For example, grade 12 educators ask for assistance from grade 8 and 9 educators in certain topics and vice versa. Collaboration should be actualized at the subject level more often. As educators collaborate, they enhance subject improvements and a general rise in the overall academic performance of the school. It succeeds in the attainment of school objectives which are effective teaching and learning. Lambriex-Schmitz et al., (2020) posit that

management's support for teams serves as extra motivation for educators to go the extra mile in the team to ensure that schools' aims are. consummated. Effective collaboration through team teaching serves as an avenue to reap synergistic benefits such as sharpening the pedagogical awareness of educators (Nijland et al., 2020).

Participant 1 of school F said that there was a need to be able to collaborate with other educators so that they would be able to work with her. In ensuring teamwork thrives in rural secondary schools the study found that educators expect their opinions to be respected by team members and superiors of the team. Compromising on task operation and performance was equal to effective teamwork as educators strike better understanding together when they share the same platform in the team to appreciate the abilities of each other as well the natural endowments of team members that deployed to fill in the gaps in school administration. Management of teams should be practically based on team member participation and educators in the rural secondary school setting should be encouraged more to undertake such collaborative roles through effective creativity and innovation notwithstanding efficacious communicative connectivity in team management to pave the way for more educators to be involved in teamwork (Bencsik, 2003).

Moreover, participants 1 and 2 of school D highlighted that the core role of educators in teamwork effectiveness remains in educators doing self-appraisal and evaluations also assess their strengths, and weaknesses, having the ability to tell who their best partners and teammates are to work with. Consequently, educators can function effectively through school committees as post-level-one educators find themselves in a natural habitat ready to evolve and blossom through teamwork in the school committees. The ability to collaborate with other people through consultation is harnessed in such committees as decision-making goes through a bureaucratic and consultative methodology, educators get to comprehend their thoughts on teamwork, leadership, and management better as they play various roles in such committees.

If you come into a school, you become more than PL ONE or just someone who teaches learners and goes home. So, if you get into a school, you sometimes are given distinct roles that will also align with the teamwork. So, the committees that we have in the school also enable us to have this teamwork term as we may say as written in your question teamwork policy in the school. so we have committees, maybe like your

relief committee, which looks at the well-being of colleagues, whereby maybe if there is someone who has lost their relative or we also have the sports committee which also is about bringing people together, we talk so that is also teamwork so I have a role in teamwork terms of such committees that is also about bringing people together, work with other people because if you are in the committee, you're not only making decisions by yourself but you consult with your other colleagues in the same committee with you (P2, SD).

Like the above findings and sentiments expressed in the preceding, participants 1 and 2 of school B expounded that educators' critical role in a collaborative endeavour is to be involved in all school activities, such as extra classes, extracurricular activities and other school functions and rigorous activities on the school calendar. Rakan (2020) confirms that it is vitally critical for educators in teamwork to participate in team development efforts through exposure to the school building block and echelon; through the distinguishable leadership offered by the school management team so that through the pecking order the school can have a reliant pool of up-and-coming educators who comprehend fully teamwork and educational leadership. The school will not attain its goals if they do not collaborate; if every team member focuses on his or her own goals and not the collective focus, the school is bound to fail and experience serious administration challenges (Mackall, 2012).

4.2.6.3. Sub-theme: Innovators and Generators of New Ideas and Strategies

To Participant 2 of School C, the key role of educators in teamwork or teambuilding is to bring innovation and new strategies for consideration through the open-door policy of the principal. This study established that educators to ensure that teamwork thrives are encouraged to bring innovative ideas, which will assist the educators besides the staff to growth and maturity in their profession. The participants report as follows: I expect each member of the team to be able to express their concerns to voice and to share their opinions to produce strategies that can assist the school.

As a school that practices open policy, that has an open policy plan, we take all the advice that we get and try to implement it. But we assess them and see if they are in line with the department's policies. and if all members of the team not only the educators, and support staff come up with something that can assist the school, we take note of that and we try and implement, we discuss it and we try and implement

and we keep on thanking those who came with those ideas and it helps us because once your idea has been put in place you end up having a contribution that makes you want to come up with more that can benefit the school. I expect my educators to be innovative produce ideas and share whatever they feel can assist the school to grow (P2, SC).

Johari et al., (2021) theorize that innovation is the newest or latest modus operandi of the twenty-first century since technology has proliferated, principals and educators must seek for new ways to manage the school and work as a team. They further emphasize that educators will need to be more strategic and creative through teamwork and team building and demonstrate innovative work behaviours. In furtherance, Zurik and Kelly (2019) share that in educational development, countries with innovations have permeated all aspects of academia as educators foster teamwork, and the emergence of new strategies in teaching, managing, and leading have become the order of the day.

In the same vein, participant 2 of School A shed light on the need for educators to be part parcel of every conversation in the team, every person must come up with new ideas on the strategies and tactics to be deployed in achieving educational goals in the school. Through the teams' dialogue and interaction, educators are identified in tandem with their roles and functions in the school's teamwork plan. This is done to avoid the overlapping of roles.

I expect them to be part of whatever discussion we are having as a school not as the management of the school. Each person should come- up with ideas on how to make sure that we achieve whatever we discuss to achieve at the end. So, when you look at our educators here at school, people are not the same. Everyone is unique. Some are good at interacting with other educators. Convincing them about things. So that everyone can do the same things. So, we give those people chances to engage themselves with those educators. Others are even better than the management, so we give them that role. We do not say your role ends here. But they overlap wherever we are going to achieve whatever we want to. We give them time to extend their abilities (P2, SA).

Educators and principals, share a common vision and goals, therefore it behoves them to find common ground to generate innovative ideas to effectively move the school

forward by embracing democratic participation in decision-making procedures (Carvalho & Good, 2018). The success of the school is no doubt dependent on teamwork strategies implemented by the principal as well as the educators who form the core of the school fibre. The study has revealed that educators' key role also involves engaging in laborious dialogue in their teams to ascertain the strategies that need implementation through creativity and the generation of innovative ideas for school management and leadership (Lambriex- et al., 2020). As the team negotiates a strategy to cohesively and comprehensibly integrate available skills, practices, and knowledge to consummate the goals; the purpose of teambuilding and teamwork all boils down to objective attainment (Pinnock et al., 2012).

4.2.7. Theme 7: Characteristics of an Effective Team

This investigation sought to establish the features of effective teams through careful analysis of interviews and observation through the field notes collected. Every team possesses unique characteristics that make them thick and jelly. Research has established that the success of the twenty-first organization, business or for that matter any entity is highly dependent on teamwork and teamwork dynamics as leadership has metamorphosed and favours more teamwork than autocratic headship tendencies (Sveiby 2001). In the understanding of Steyn and van Niekerk (2013) an effective team is measured based on the demonstration of certain features and characteristics such as team climate, trust, conflict conflict-handling prowess amongst others. Hence, scrupulous analysis of data revealed the subsequent sub-themes in this regard: willingness to cooperate, healthy relationships, effective communication channels, quality results, and greater ability to achieve goals.

4.2.7.1   Sub-theme: Willingness to Cooperate

The greatest assets of any effective team are the depth and extent of the willingness of the team members regarding the performance of any task in the group in pureness of heart to conjoin other team members in the performance of their duties. A willing team is a winning team. Team success in the rural school context may be contingent on a variety of elements, nonetheless, the cooperative willingness of team members draws on significant weight. Teams that exhibit such wiliness are bound to succeed more than those who demonstrate an aversion to cooperation (Northouse, 2004).

Participant 1 of school C, who happened to be a deputy principal claimed that willingness to work together is a stronger character of an effective team through the granting of undivided audience to each other in the process of teamwork. Consequently, the team demonstrates support for each member of the team by being there for each member. In such teams, there is strong empathy for being there for each other. They stick together like a family without being oblivious to the core aim of the school such as effective teaching and learning.

The participant elaborates subsequently:

The team listens to each other's opinions, the team achieves satisfactory results in their performance. The team supports each other. The team is always there for each member of the team even if it is outside the work, they are always there. They work together in everything. The team covers each other. The team acts like your family. But the main aim of the team is to achieve the core business in our case teaching and learning (P1, SC).

Likewise, participant 1 of School B avers that an effective team demonstrates a greater willingness to work together where all members exhibit willingness besides participating in the group activities and possessing competent communication. Furthermore, the characteristic of an effective team is a team that exhibits fewer debates and arguments during task execution. Thus, for common aims scholars have explained that a team needs to work together for the greater good of the school (Bencsik 2003). Team members collaborate closely with each other filling the gaps that are left behind in their trails. Acknowledging, the experiences of each team member from a multiplicity of disciplines enhances the group togetherness (Koswara et al., 2022).

Participant 1 of school F encapsulates that willingness to cooperate is characteristic of any effective team in consummating educational goals of the school, through respect demonstration to each member, placing a premium on the opinions of members, and accordingly pushing each member to do his or her uttermost best.

I think the willingness to cooperate. Respect, we need to respect each other as team members. We need to value one another's opinions. We need to ensure that we all pull the end of our bargains, which is pushing other members to work while other members do nothing (P1, SF).

The entire educational process and execution of duties must be respected through the willingness and coordination of all team members. In this modern era, teamwork is admonished to be the order of the day. In other words, winning teams are willing teams, they are teams that understand each other, succour team members, value the opinions of team members and team members aid others cope in demanding situations by offering clear goals, assignment strategies and coordination (Blandford 2006). It is critical for support and trust and active listening and understanding to be a routine feature of the team (Hall & Oldroyd, 1990). Teams, where educators place their absolute commitment to the vision of the school, make them effective in results attainment as teamwork takes centre stage. Effective teams motivate team members to give the uttermost best to the cause of the team. The determinants for effectiveness lie in the fact that team members function in tandem and as a unit to attain the universal goal (Keplicz & Verbrugge, 2010). According to Jude (2006), an effective team supports and respects each team member despite the diversity that exists among them in terms of understanding.

4.2.7.2   Sub-theme: Healthy Relationships

Teamwork is effectively about healthy working relationships that hold the school together to enhance educational goals (Schippers et al., 2015). Participant 3 of school C claims that an effective team is a continuous engagement of the team members and provides vital information concerning their work.

The participant claims as follows:

The characteristics of an effective team, firstly, is Continuous engagement. People should *engage. People should also make sure that they respect their profession. People should make sure that they provide, they share information, they share knowledge. An effective team also avoids mixing work with personal issues.at work apply your profession. Be a professional. Bring professional characteristics to the workplace. And we need to also I think as leaders in a working place we need to also go miles to say, check like in your staff, some people might be affected like for instance, I will make an example of a person who is addicted to drugs might not perform well at work. You must not be very hard on that person, firstly, check or try and find out what is it that is happening behind you before you judge the person. (So, there must be empathy in the team). Find the reasons why the person is doing all*

those things. Empathy is talking about, how you must first check, what is the reason for that person to behave in that way for instance, a teacher who simply goes to class and fights with learners, will find that teacher is not ok maybe mentally, spiritually or psychologically, so you cannot just attack the person you need to take steps so that you can assist the person (P3, SC).

From the above, the presumption is inclined towards team engagement based on professional respect for each of the team members. In this regard, information sharing and knowledge distribution in the group takes centre stage in the team. The poignant feature of operative teams in the modern era is harmony building in teamwork through decision-making, though this approach appears to be very laborious, it yields positive results as each member of the team is deemed very crucial to the implementation of management decisions; team members do better through healthy relationships (Pinnock, et al., 2012).

One of the effective characteristics of effective teams is the intrinsic empathy that exists amongst educators in the school. Consequently, the empathetic mutuality is premised on professional respect for each educator, in this regard, the above participant suggests that team members should not jump to hasty conclusions should a team member have a challenge and seem not to perform optimally, rather, they should be a concrete effort to inquire about the educator's struggles besides the elements precipitating such performance. Healthy relationships in teamwork are all about being there for each other in good times, and troubled times through relentless mutual support (Arcaro, 1995).

Participant 1 of school A believes that healthy relationships are an integral part of teamwork functionality. The participant as a rural secondary principal claim that a major characteristic of an effective team is healthy relationships and working through fewer conflicts in teams. This leads to improvement in school results; the team energy is not exerted in resolving trivial conflicts but is put to better use in effective teaching and learning. Thus, as the team operates in brotherly and sisterly relationships within and without the school ambience there is a greater bond being birthed among the educators, ill characters are hence eliminated from the team. Dunham (1995) expounds that successful teams pay stringent attention to healthy relationships, mutual support, and group conflict elimination.

Meanwhile, in the apprehension of Participant 2 of School D, a healthy relationship denotes a strong socialising bond between educators as well as the sitting plan of educators in the staff room such speaks volumes as the cordiality that exists among the staff. Similarly, participant of 1 of school E claims that humanness plays a central role in building healthy relationships, based on flexibility, cooperativeness, willingness, a higher sense of honesty, sincerity, respect and honour, and shared vision are the key ingredients for effective teamwork and healthy relationships in any organization.

Participant 2 of school E asserts the subsequent:

There must also be good understanding and good relationships between the team members. Also, we must share the same vision, sharing the same mission. So, we are on the same level. So, we can say shared vision or shared goals. Good interpersonal relationships between the team members. We should have the same passion. we should have a good understanding of what we are doing and what we want to achieve as well now that you mentioned passion, we also must be hard working and persistent in what we are trying to achieve (P2.SE).

In furtherance, participant 3 of School E concurs with the above view that there should be a healthy relationship in every effective team.

Firstly, there is a healthy relationship. So, there are no fights, there are no disagreements. There are no negative comments about each other. If there are fights and conflicts in the team, it does not mean that the team does not have a healthy relationship Do you know that fights are part of it, it shows that we are making everything persistent; we are bound to disagreements, but we must be able to resolve them (P3, SE)

In the judgement of Participant 3 of school F, effective teams demonstrate fairness in treating, all team members in effectively making them happy in the school. Effective teams demonstrate job satisfaction through a collegial working ambience due to exhibiting personable traits in the school where everyone is approachable and amiable in the context of the working ecology. The study further established that regular group interaction further deepens their relationships making it solid. The team always discusses work and seeks avenues for amelioration.

Sparrow et al., (2001) buttress the findings above that the mission of encouraging healthy relationships is not the prerogative of the principal alone but the collective endeavour of all team members to ensure that individuals in the team have stronger connection and connectivity in terms of the administration and management of the school.

4.2.7.3 Sub-theme: Effective Communication Channels

Humans survive through communication and for that matter effective channels of communication are critical to the survival of any organization (Burbules 2000). Consequently, effective teams show grit in the way they communicate as communication pervades all aspects of the school. In the school structure, leaders and managers communicate through mediums and channels hence, essential to effective school leadership and management as group members interact every day to seek clarity on matters to quell conflicts and misunderstandings (NPBEA, 1993).

Participant 2 of school C opined that effective teams listen to each other's opinions as the team achieves good results. The participant claims the subsequent:

The team listens to each other's opinions, the team achieves satisfactory results in their performance. The team supports each other. The team is always there for each member of the team even if it is outside the work, they are always there. They work together in everything. The team covers each other. The team acts like your family. However, the main aim of the team is to achieve the core business in our case teaching and learning (P2, SC).

Wyne et al., (2013) explicate that communication is a two-way interaction through which messages are conveyed, received, and decrypted simultaneously. From the above, effective communication binds teams together thus, effective teams show togetherness contingent on the fact that they understand each other and protect team members as they dwell in unity through familial setting in the consummation of the educational goals. In the school setting, scholars have argued that team members and leaders may deploy dissimilar communication methods and channels, nonetheless what remains significant is the bonding element that may exist amongst the educators by offering the opportunity to resolve contradictions in the team (Peters & Walters, 2004).

Participant 3 of school A, sentiments that effective teams ensure that all team members are active participants and involved with regards to engaging each other as well as having good communication channels that frequently do not lead to debate and conflict.

Participant 2 of school B expressed that effective teams possess an effective understanding of each other stemming from effective communication channels that flow efficiently.

It takes that everyone in the team must understand their role first. You know your role so that you can make sure that you contribute positively to the team. Make sure that all the team members have the same objective or what needs to be done. The communication must be flowing, there must be effective communication between all the team members for it to be effective. We must also respect one another and trust that if we are given that role and trust that the team member will be able to do his or her role (P3, SB).

In the understanding of the above participant, effective teams show a greater understanding of each other's roles and equally enjoy effective communication that leads to respect for each team member. Thus, as team members begin to trust each other as communication channels become clear to them, they reap the benefit of greater performance and efficiency as well as team productivity. Supportive and open communication channels breed the rewards of staff feeling valued and trusted on the job. It beams confidence in educators and makes them flexible to make positive contributions to the attainment of school goals (Blandford, 2007).

Participant 2 of school E concurs that the first and foremost important thing in teamwork is the presence of effective communication channels or networks in the school which would serve as the platform or springboard for constructing understanding among team members not relegating to the background of the essence of good interpersonal relationships in the team.

I believe that for the team to even start working there should be communication. There should be particularly effective communication channels. There must also be good understanding and good relationships between the team members. Also, we must share the same vision, sharing the same mission. So, we can say shared vision or shared goals. Good interpersonal relationships between the team members. We

should have the same passion. We should have a good understanding of what we are doing and what we want to achieve as well now that you mentioned passion, we also must be hard working and persistent in what we are trying to achieve (P2, SE).

Effective teams share the same passion and drive and breed positive relationships through proper understanding. The team can attain its goals via the assiduousness of challenging work in the team. Schippers et al., (2015 elaborate that effective teams ensure that there is a continuous flow of ideas and feelings, as well as the sharing of vital mutual objectives to team members. Furthermore, the communication conditions through which feelings are exchanged are vitally critical to the success of the school as the proliferation of technology has made it possible for different communication channels to be at the disposal of school managers, the onus is on them to use them effectively to consummate educational goals of the school (Aziz et al., 2020). Hong et al., (2005) agree with the above findings that increasing the capacity of educators through the exposure of effective communication and networking is the recipe essential for modern-day school administration and management.

Participants 1 and 2 of school H concur that effective communication is highly characteristic of an effective team. They assert that an effective team should be able to listen to each other's opinions, trust one another couple with show accountability for the vision and mission of the school. Better coordination according to Participant 3 of school H I vital feature of an effective team. For instance, subjects' heads and departmental heads can sit in a round table style to engage in constructive dialogue concerning teamwork and challenges within a particular department. With effective communication, it is easy to achieve the school goals because the team members are already motivated.

The findings established are confirmed by Puncreator (2016) that without productive rapport between team members who are very motivated through communication, the school will lack motivation, drive, and cohesion in creating and generating better strategies to work. The underpinning winning formula in any effective team is the capability of team communication, effective communication creates that ambience and drive for goal consummation whereas the opposite breeds conflict and low productivity among educators (Enzai et al., 2021).

Communication, understanding of each other, and respect for each other's opinions. The task is done on time. Proper planning. Those are the characteristics of an effective team. Tasks are done on time. Communication is proper and is done well is done now and then. Planning is done well and assigned duties. Small as the team as the team may have only three people assigned duties and give deadlines, I have also learned that if you do not give deadlines of when you expect the thing to be conducted or to be done you might discover that there will be delays. So, once you assign so, and so is gonna do this at this time you must meet frequently as well that is a form of communication as well as communicating as much as you can those are the characteristics of an effective team (P2, SG).

Thus, from the above, one could construe that effective communication in rural secondary schools is non-negotiable as it enables tasks to be done on time as well as proper planning. Through effective communication, sub-teams in the school organogram can assign important duties to their team members to facilitate the division of labour in the teamwork conundrum. Consequently, the frequency of meetings held in the school is consequential to the effectiveness of communication that exists in the team. Fewer meetings denote that communication is not effective in the school as valuable information is mostly communicated and discussed at that level.

4.2.7.4   Sub-theme: Produces Quality Results

Participant 2 of school A claimed that in essence an effective produces good results. Similarly, participant 1 of School D was emphatic that her yardstick as a principal in judging any effective team is its ability to consummate and yield better results in terms of the passing ability of the learners.   To buttress the sentiments and opinions of the participants, participant 2 of School H elaborated that the characteristic of an effective team is the good results the team produces and archives at all levels of the school across different grades not only matric results.

The characteristics are the satisfactory results. Satisfactory results at all levels not only matric learners but grade 8 to grade 12 are to achieve those satisfactory results (P2, SH).

According to Garner (1995), successful and effective teams possess results orientation and will go any length to ensure that their learners attain quality academic results. Furthermore, effective teams put in place structures and systems that aid them

in producing quality results. Effective teams potentially train their staff to produce consistent results at all grade levels as scholars contend that a team cannot be said to be effective if learners are failing (Izzati, 2018).

Meanwhile, participant 3 of School G perceives effective teams as teams that can work in unison in the attainment of positive results and use negativities that may surround the school to bring the best results.

Also, such a team is a team which can produce positive results and be able to work on negativities to produce positive results P3, SG).

Hence, Dunham (1995) states that effective teams have clearly defined objectives and apply positive energies to produce greater results as they may not be endowed with more resources but eventually turn around the scales to their benefit. Rakan (2020) confirms that effective teams have management teams that know how to turn on their team members to apply their expertise in producing quality results irrespective of debilitating settings, especially in rural secondary schools. Such teams intrinsically know how to coordinate the team members to rally around the common cause of the school (Hamdan, 2012). The impression of teamwork is centred on working in harmony and synchronization as well as in amalgamation despite divergent views or opinions with positive results production as the sole focus and objective in the school (Mackall, 2012).

4.2.7.5. Sub-theme: Greater Ability to Achieve Goals

Participants 3 of school H and 3 of school G believe that the characteristic of an effective team is the capacity to accomplish immediate goals as soon as possible. The team coach, in this case, the principal, inculcates in them a winning mentality.

Participant 3 of school H reports as follows:

Even if you did not use the example of a soccer team, I was still going to answer this question because I understand it better. I always tell my grade 12 teacher that as a subject teacher of physical sciences, I function as a coach to them so, what I can say about the question that you have given me the characteristics of an effective team, is to achieve goals as soon as possible. To secure a winning team, to secure a winning team or to secure that part of a winning team so achieve a goal as early as possible and to maintain a winning style or winning mentality all the time. If we start, we know

that we are going to win. In anything, if you start doing that thing, we win, we know that we win. So, the most important thing for an effective team is to achieve goals or goals as early as possible (P3, SH).

Being able to work together in unison. And being able to work and achieve their goals and objectives within a particular given period (P3, SG)

Participant 2 of school E claims that an effective team must have a good understanding of sharing vision or have the same mission. The greater ability to attain the goals of the team depends on an amiable interpersonal relationship between the team members so that the goals of the team can be accomplished.

There must also be good understanding and good relationships between the team members. Also, we must share the same vision, sharing the same mission. So, we are on the same level. So, we can say shared vision or shared goals. Good interpersonal relationships between the team members. We should have the same passion. We should have a good understanding of what we are doing and what we want to achieve as well now that you mentioned passion, we also must be hard working and persistent in what we are trying to achieve (P2, SE).

This investigation found that greater ability to achieve goals also includes affable interpersonal relationships amongst the team members, and sharing of the same goals, visions, and mission. Moreover, such teams have greater passion and persistence besides passion in going after the goals of the school. The team understand each other. Sias (2005) affirms the above findings as solid interpersonal relationships in schools serve as the catalyst for the consummation of the school mission and vision, as individuals work in close juxtaposition, they turn to jell along the process which reduces the proclivity and inclination to unnecessary conflicts. Teamwork is all about working together to achieve certain goals, thus in the context of rural secondary schools, research has established, that certain characteristics of the team make it easy for goal accomplishment such as trust, openness, and transparency besides interdependency of the group not forgetting empathy (Van der Westhuizen 2003; Zhan & Lee, 2005).

Meanwhile, effective teams according to Chivers (1995) are tenacious and imbued with innate passion to attain the visions and goals of the school and would go to any

extent to ensure goals are attained. Team members are aware of individual roles as they cooperate to saturate themselves with a winning mindset.

4.2.8   Theme 8: Benefits and Accruals of Teamwork

As an objective of this study, I wanted to draw from participants during the semi-structured interviews and observations about the benefits of teamwork in attaining educational goals of rural secondary schools. Hence, the aim of the above theme was in fulfilment of that objective After scrupulous examination and analysis of the gathered data, the subsequent sub-themes emerged: improvement in learner academic performance and matric results, reduction in learner ill-discipline, spirit of harmony among educators, positive school climate, school growth in terms of enrolment and better community development.

4.2.8.1   Sub-theme: Improvement in Learner Academic Performance and Matric Results

The direct benefit and accruals of teamwork in attaining educational goals is the improvement of general and specific academic results and performances in schools. In effect, many participants alluded to the above findings that teamwork leads to huge improvements in the academics of learners. Participants 1,2 and 3 of school A all concurred that teamwork brings improvement in academic performance and matric results.

Benefit number one is the results, the results of the whole school from grade 8 to grade 12 improve (P1, SA).

With teamwork, academic performance improvement sweeps across all grades *as all* team efforts are equally applied across every sector of the school.

Similarly, participant 2 of school A reports the subsequent.

The school obtained a higher percentage of results (results will improve) (P2, SA). Steyn and van Niekerk (2013) contend that teamwork makes it possible for all educators to embrace challenging work in improving general school performance in terms of academic results. The belief of the participant above points to the fact that the first result of teamwork benefits is whole school improvement in academics. Advantageously, teamwork produces synergistic value in terms of teaching quality

which culminates in improvement in whole school performance as educators amalgamate their efforts, they can achieve a lot as a collective rather than as individuals (Bencsik 2009). Participant 3 of the school shares the same sentiment that a higher percentage in terms of matric results is an improvement, besides is the aim of the school.

Participants 1 and 2 of school B point to the same findings discussed above as the school pays attention to teamwork, the benefits are enormous as the pass rate of learners takes an upward trajectory.

Firstly, that will be demonstrated by a good pass rate for the school and producing the learners that have direction and that will also influence the community in a positive way where we will have our future learners being responsible, having roles to play in the community because of our contribution to their education. so, in other words, the school should impact the community in which it exists and then that will be shown by seeing most of the learners or the youth around the school successful and achieving their personal goals in life and gaining their independence (P1, SB).

From the above the nuances of teamwork are not only cutting across good passing rates and improvement in academics but the direction that learners obtain from the school as they positively make strides in their respective endeavours. Arcaro (1995) explains that teamwork brings amelioration to school curriculum management which subsequently impacts learner academic performance. To further buttress the above findings, studies point to the fact that more often schools where teamwork is not successful and effective, poor matric results are the sequels to such situations (Thurlings et al., 2015).

Participant 2 of school B shares an analogous view as follows:

In our school, better results for our learners, better development for our community, and better development for us as educators as well. So, it benefits a lot especially with our learners because that is what we are here for. We are here to make sure that our learners get the best education they can get from us so if we use a team, we will achieve that (P2, B).

From the above declaration, the findings are premised on the fact that teamwork is beneficial to not only learners but also educators as they become better developed

through teamwork as they improve and better the results or the academic performance of learners. Educators safeguard the quality of education offered to learners through teamwork practice. Teamwork brings improvement in all aspects of the school as an organization because researchers contend that resources are better deployed in schools where teamwork is more effective and efficient (Donaldson & Sanderson, 1996). They further illuminate that effective teamwork accrues effective instructional programs mediated at the school which secures improvement in learner academic achievement.

The study equally established that the benefit of teamwork is not only restricted to academic improvements, matric results development, and better pass rate, but also, the community benefits as school resources become available to the usage of the community for community programs when the need arises.

In the understanding of Participant 2 of School D, the repetitive and continuous hundred per cent pass rate the school has enjoyed over the years could be attributed solely to an effective teamwork model or practice at the school.

I think as a school that is constantly repeating a 100% pass rate in grade 12, (improvement in matric results) so I think we will not be able to get those 100% if we were not working as a team. So, the benefit of working as a team is that you can achieve the goals that you have and set as a school (P2, SD).

Improvement in learner academic performance and matric results in the comprehension and interpretation of Participant 2 of school D is not the only benefit that accrues to his school but also goal achievement as the team works collaboratively to improve learner performance. The benefits of teamwork are not only attributed to learners, but educators equally enjoy some profits and accruals from teamwork such as sharing information about learners' behavioural transformations, and parents' information that were essential to teaching and learning (Steyn & van Niekerk, 2013). Educators in the twenty-first century are trained to focus on the educational goals of the school which authors have contended becomes easily attainable in teamwork as all collaborative efforts are applied in the attainment of school academic improvements (Konermann 2012). Meanwhile, Chivers (1995) explains that a team functions effectively if they are confined to reaching a clear goal. Hence, the academic

performance of learners takes an upward progressive improvement when the leader ensures that it is set as a goal in pursuit.

Participants 1 and 2 of school E shared similar sentiments that the most important benefit of teamwork is the positive and outstanding performance of learners from grades 8 to 12.

Well, of course, the one and most important one is positive performance, outstanding performance, and outstanding results. Not only matric results but from grade 8 to grade 12 because for grade 12 to achieve outstandingly, they should begin from grade 8. There should be coherence for a collaborative movement that is swinging among us (P1, SE).

Similarly, the above sentiment was also, shared by Participant 2 of school E who elaborates as follows:

And then most importantly, the school has benefited in past years by achieving satisfactory results. The results of the school have also improved because we are all pushing towards the same goal. We are assisting each other; we are producing ideas and strategies (P2, SE)

From the above, participants 1 and 2 of school E who happened to be the principal, and DH respectively concur that the school stands to benefit if there is teamwork in bettering academic performance not in matric results or performance only but across grades 8 to grade 12. Furthermore, collaboration becomes the bedrock in the functioning of the school and the operation of the school as educators search within their repository of experience and expertise to generate innovative ideas and strategies to improve the school. A standard of excellence is established to push the school performance to a higher level as the effective leadership of the school makes it a requirement for school improvement in academic performance (Blandford 2006).

4.2.8.2   Sub-theme: Reduction in Ill-discipline of Learners

Disciplinary problems have submerged many schools as have skyrocketed in many rural secondary schools, though the south African Schools Act makes it clear that discipline should be maintained in the school milieu and ambience as well as in the classroom to ensure that the education of learners proceeds without any obstacles as the goal is leading learners to self-discipline and control, it remains a mirage besides

being farfetched (Botha 2013). The solution to the challenge calls for collaborative effort hence the urgent necessity of teamwork in secondary schools in addressing the problem. Botha further argues that the school's mission and vision should be able to address the disciplinary policy of the school to curb or reduce ill-discipline in schools.

Healthy discipline is consequently a precondition for the success of the school especially in the attainment of educational goals which is effective teaching and learning as it ensures the attainment of better results in all spheres of education management and leadership (Hewitt, Epstein, Leonard, Muthner & Watkins, 1998).

Participant 2 of School C elaborates that as the school engages in teamwork it has the reward of reducing ill-discipline in the school especially when it comes to learners who use vernacular on a school campus and deliberately break the school's code of conduct.

The participant subsequently reports the ensuing:

I wish to see disciplined learners; I wish to see learners who speak the language which is used for communication within the school premises. But we have achieved a lot if we have such learners. I can say we are getting there. Because with the resources that we have, we do have learners who can even teach in our absentia. They make use of the projectors, and then they conduct the lessons on their own. But we wish to see more of that even at the grade 8 level to see learners who are independent, who can work independently even in the absence of educators. Learners who are disciplined, even when you see them walking, are behaving properly like the type of learners we used to see in urban areas (P2, SC).

The study equally established that as teamwork thrives in the school, it raises the discipline levels of learners and reduces drastically the tendency of ill-discipline in learners. Learners assume responsibility for their learning by tutoring each other in the absence of educators inculcating in them self-discipline and a sense of independence. Maseko (2002 explained that it is critical to involve learners in school management and educate them to be responsible. More especially, getting them to participate and own their learning process through stringent yet flexible disciplinary programs that enhance their participation in educational and leadership programs of the school.

In the comprehension of Participant 2 of school G, working in teams is to reduce ill-discipline so that the desired levels of discipline could be attained to improve the pass rate. The participant revealed that there is a strong connection and relationship between pass rate and discipline. In other words, high indiscipline levels will hurt the pass rate of the school.

Well for a school one is pass rate, which is desired is discipline. You will reach your target each year if you work appropriately. You would have enough time to prepare for exams if you were to work that way. We would also limit ill-discipline in our learners. Because we would be doing something uniform, and we know it would be formalized and everyone would carry it out. So, we would also lessen ill-discipline in the school if we were to do teamwork. As for English across curriculum learners would speak the English that we want. They would end up being fluent in English. If we could do exactly what we are always talking about being fluent and they would have confidence, we are struggling with learners who have confidence. They would also have confidence in facing the world, they would be able to speak their mind and be able to challenge people, those are the benefits of teamwork. And we would bear leaders, as we bear leading teachers, we would also bear a lot of leading learners (P2, SG)

The above inference could be attributed to discipline in the school which assists the school to reach their target set in terms of pass rate through reducing ill-discipline. Discipline glides on proper uniform wearing and doing uniform things in the school in every area of the school. English as a medium of communication across the curriculum will also be implemented as educators implement school internal policies assisting learners to be infused with confidence as up-and-coming leaders within all spheres of life. Learner management remains a critical aspect of teamwork and management for schools to meet educational goals (Botha, 2013). Moreover, teamwork is beneficial as it aids in integrating learners in school policy formation and management of sanctions besides rewards that are deployed to govern the school (Van der Westhuizen, 2003). Schools where there is an elevated level of indiscipline, there is poor academic performance, inadequate teaching and learning, negative school climate and ethos, division in the staff as well as lack of effective communication. In contrast, research shows that in schools with high discipline because of teamwork, there is harmony, cordiality, and effective rapport between the student body and the SMT, teaching and non-teaching staff (Botha, 2013).

4.2.8.3   Sub-theme: Spirit of Harmony among Educators

Principals, Deputy principals, Departmental Heads and Post level-one educators all revealed and identified that there is a spirit of harmony and comradeship among the staff as teamwork takes centre stage and this is the step in the right direction in terms of attaining the educational goals of the school. This togetherness leads to cleanliness in the school, classroom, and the entire school ecology. This is buttressed by the observation of participant 1 of school A as follows:

Cleanliness: the school is clean. Teachers work together in class to make sure that the school is clean. If you look at our school you can see how clean our school is because of the teachers working together in teaching learners how to keep the environment clean (P1, SA).

Hulse and Owens (2019:30) argue that teamwork breeds the enormous potential to foster friendly working relationships among educators, not only as colleagues but as a familiar unit and bond which enables each educator to perceive each one as a family member.

In a similar gesture, participant 2 of School E identified the enjoyment of each other's company, teamwork spirit, team support as well staff harmony as perfect benefits that accrue from the team that propel the school to the attainment of school objectives and aims.

I think one of the benefits is having to enjoy each other's company as a family. There is that spirit of togetherness, there is harmony in the staff, and the team members, and we can support each other we are working. There is understanding, we do understand each other (P2, SE).

From the above point of view, it is established that teamwork accrues and benefits the teaching staff to court and entertain greater understanding among themselves. It makes them coexist as a family. According to Sias (2005), at-school relationships may merely commence from connections to close friendships as educators for instance work closely together in one department of a committee such friendships turn out to last and benefit the school as they may eventually share stronger bodies of interests. Furthermore, harmony between educators enables them to share knowledge,

expertise and vital teaching and learning data that supports the consummation of educational goals (Barth, 2006).

Participant 3 of school E accentuated the fact that there is team coordination and unity as educators endeavour to support one another. The educators cover each other's weaknesses so that no one is exposed as the weak link in the team. Consequently, team success is attributed to the collective effort of the team due to the spirit of harmony that may exist among them. In the same breath team failure is a collective failure.

Meanwhile, the study equally established through empirical processes that the spirit of harmony that exists between the educators makes them have a better comprehension of their learners as team members' observations about a particular learner is easily distributed among the colleagues. Additionally, educators in teamwork benefit through curriculum capacitation as they demonstrate the spirit of harmony for example, Grade 12 Mathematics educators can share information with grade 8 and 9 educators on certain challenging or problematic topics.

In the understanding of participant 3 of school G, the benefits, and accruals of teamwork in attaining educational goals of rural secondary schools through the spirit of harmony among educators is helping mould positive relationships among the educators as eventually educators feel the need to partake in team building exercise. Literature confirms team building as the process where people become accustomed to one another pursuant to organizational goals (Donaldson & Sanderson 1996). At this level team members become effective in building harmonious relations, skills become better developed, and there is an improvement in communication as the performances of team members take an upward trajectory of improvement in strengths in listening to each other.

4.2.8.4   Sub-theme: Positive School Climate

The study established that there is a positive school climate as a benefit when there is teamwork in attaining the educational goals of the school. According to Participant 1 of School A, the school becomes clean as educators work as a team. The surrounding ecology of the school matters to the sound-mindedness of learners. participant 1 of school A reports as follows.

Cleanliness: the school is clean. Teachers work together in class to make sure that the school is clean if you look at our school you can see how clean school is because the teachers work together to teach learners how to keep the environment clean (P1, SA)

From the above empirical evidence, it is deduced that teamwork brings school cleanness as educators work together. It is equally confirmed that the ability of the school is not only dependent on the academic quality of the learners, neither the qualification of educators nor the management team, but on the school climate particularly the financial resources as the characteristic of the environment of the school inclusive the building plays a major role as well (Owens 2000). School climate conventionally and customarily may be influenced by the ethos, enlightening standards and beliefs that prevail in the school between the educators and the learners and among the educators (Deventer & Kruger, 2010).

Participant P2 of school D, accordingly, believes that it creates in educators a sense of longing for punctuality among educators. Educators and learners may miss each other during school holidays. It helps them create a relaxed atmosphere, where they laugh with each other due to the sense of friendship that exists amongst the educators enabling the consummation of educational goals. On this note it is argued that a positive school climate is the catalyst for school turnaround concerning performance as such ecology assures educators about the future success of the school (Izzati, 2018).

The benefit of working as a team even makes the people who are working at the school eager to go to school. Even if is holidays you miss your colleagues, you miss your learners because you know one way or another, you're going to laugh at school together is going to be great to be with my colleagues once again, so I think those are the benefits of working as a team. So, we create that relaxed atmosphere. We can laugh with each other so that we can achieve that certain goal or attain that goal that we have as a school P2, SD).

Barth (2006:11) explains tactics that are commonly used to encourage a pleasant school climate and collegial atmosphere such as educators adopting the style of always engaging in dialogue concerning educational matters at the workplace; and appreciating and comprehending each other's function in the school. Furthermore, the

school should have a vigorous climate where the staff can easily bond and jelly with each other. Research has also established that there is a positive relationship between a positive climate and learner performance where learners enjoy the freedom to approach educators, they develop the practice of making the school their home and working hard not to disappoint themselves and their trusted educators. Furthermore, learners develop a burning desire to be at school, resulting in reduced dropout and higher attendance (Steny & van Niekerk, 2013).

4.2.8.5   Sub-theme: School Growth in Terms of Enrolment

When the school adopts and operates by the dint of teamwork, accruals and benefits are cast in the mode of a higher percentage rate of passes by learners and greater improvement in academic performance. Participant 2 of school A reports after scrutinization of data and interpretation of participants' responses   the ensuing report points to the above findings:

The school obtaining a higher percentage of results will improve the enrolment of the school. The school will have improvement in parent-teacher-learner relationship (P2, SA).

When academic results, especially matric results improve or become better, it serves as the first attractive force or element that attracts learners in the catchment neighbourhood as the school becomes the befitting spot endeared by parents. Parents prioritize enrolling their children in such schools as no parent would like to take their children to underperforming schools.

Is the growth for the school, obviously we always look forward to the growth, the increase of enrolment and the most profound growth for the school is where perhaps we would see a school for example escalating from a day school to a boarding school, from ordinary mainstream to FET or a technical school. Yes, we do and I have been chasing after that dream for almost 16 years since I was the post-level-1 and the chairperson when I had almost won last year, and my funding had been approved, then one of the educators, decided to sabotage us, we had different visions, then I put a hold on the project but right now, the school that was awarded who was second awardee the school is almost done (P1, SE).

School growth is perceived in terms of the increase in enrolment as well as the transformation of the school from day to boarding school.

4.2.8.6 Sub-theme: Better Community Development

Since the school as an organization is not established in isolation nor separate from the community, but often at the heart of the community, as the pass rate improves school improves, there is direct bearing on the community development. Participants synchronized their shared thoughts on this empirical proof and findings as declared below by Participant 1 of School B.

Firstly, that will be demonstrated by a good pass rate for the school and producing the learners that have direction and that will also influence the community in a positive way where we will have our future learners being responsible, having roles to play in the community because of our contribution to their education. so, in other words, the school should impact in the community in which it exists and then that will be shown by seeing most of the learners or the youth around the school successful and achieving their personal goals in life and gaining their independence (P1, SB).

Consequently, community development according to Participant 1 of School B is hinged on teamwork benefits and accruals, as human capital is produced to support the fundamental growth of the school. The school equally is supposed to have an impact on the community as more responsible citizens are produced through the basic education system. Communities are influenced by the kind of schools they have, if the school is hampered by conflict, failure and psychosocial problems, there is a direct effect on the community. The success of the school because of the direct benefits of teamwork accumulation brings in its tracks the direct rewards of youth community empowerment through the attainment of personal goals in life and becoming dependent and independent members of the community where members of the community could also rely on them for positive contributions.

According to Hill and Taylor (2004), social capital has found its way into community upliftment through better school leadership and management programs where learners become the inventory of strength, human resources, and direct productive benefits to local communities. Van Wyk (2010) expresses those learners in local communities' success is the direct upliftment of their communities from the direct

quagmire of poverty, squalor, hunger, drugs, and other social vices, as they give back to the communities. They equally become role models to upcoming communities.

Meanwhile, participant 2 of School E opines that one of the benefits of teamwork in work in attaining educational goals is community support as the academic results improve, the community which might erstwhile be hostile to a local school begins to embrace the school through the collective effort of teamwork in turning the fortunes of such schools. The participant declared below:

With the community as well as much as the change is slow it is not as much as we would like to be because I will not lie to you in the previous years there has been this stigma towards the school. So gradually we can see how the community is trying to support us. And that support we can see through they are now bringing their children to school. Because you find that some of the community members would rather pay for transport, they transport their learners to schools far away. Now we are starting to get learners from the community, so there is trust and belief in the school through teamwork because of the results that we are now starting to produce (P2, SE).

Similarly, participant 2 of School C accentuated that the community is the greatest beneficiary of teamwork. As the learners are taught, they also subsequently stand a greater chance to improve their homes. In return, the school also may enjoy some degree of protection from the community. Thuggery is prevented as the community liaises with schools as a sequel to teamwork effort and drive. As schools function at their optimum due to teamwork, many skill pools are created for the community within which the school is located (Wilkinson, 2015).

Hey, this is the community that I would love to see benefiting most if the school is working as a team. If I can see the people in the community, the standard of living improving, the children whom we have taught improving their homes they are coming from, the language because we find learners having the language that shows that some are coming from dysfunctional families. And if we can see the community trying to support the school by providing whatever they can to assist the school, to protect the resources of the school because of the situations at home you find sometimes, the school, thieves are coming to steal the resources of the school (P2, SC).

The benefits to the school are these, we will be able to provide quality results and to improve this place. If am talking about improving this place if your universities are

enrolling students who are coming from this school, it means our services are correct.so working as a team will also help the community where we are working because our purpose is to improve the school. One thing as a school that we need as a school that we can benefit from is that the more we provide better services to our kids, you that the community gets to be developed. And the school will grow obviously if the service is pure. To grow sponsors will come just like other sponsors came for instance, the Motsepe Foundation came and built us classes and Isibaya came and gave us a bunch of classes, so this is one of the benefits (School attracts sponsors) (P3, SC).

Participant 3 of school C highlights that quality production of results will yield community improvement. Better school services through quality teaching and learning lead to the ultimate development of the communities. The school, however, attracts sponsorship in the form of classroom donations. Many corporate bodies have made strides in the provision of support to schools that were understudied in this investigation. Participants exclusively attributed such gains to the teamwork spirit that their schools had in their repertoire.

4.2.9   Theme 9: Medium of Goals Communication to Teams

For teamwork to be effective, operative communication is essential to the functionality of any team that is bent on attaining its goals for that matter in a school setting, the principal and the school governing body do a lot of communicate in various dissimilar ways, to the staff, community and parents, learners as well as department of education officials. Thus, observation as well as interview analysis revealed that goals are communicated in teams through the subsequent media: meetings, circulars communication books social media platforms and the Internet. Ineffective communication by the principal to the entire team is the breeding ground for conflicts and misunderstandings in the school (Fogas et al., 2011).

4.2.9.1   Sub-theme: Through Meetings

The researcher wanted to unearth the media of goals communication in rural secondary schools. It was unanimously established by participants that regular staff, departmental as well as subject meetings are the most used and effective modes of communication in their teams. Participants 1 and 2 of school A share the same sentiments that through structured meetings team goals are communicated and

mediated to other team members. The study found that it is more effective to conduct one-on-one meetings with team members where team members or educators are offered the opportunity to express their feelings and offer their candid opinions on matters affecting teams. Through such individualized team meetings with the team leader, the principal can equally share his or her expectations from the educator in terms of pass rate or the target for the year in terms of matric pass rate.

We always have meetings. We have structured meetings. But the most important meetings that I encourage the school to attend are one–on–one meeting. Departmental heads, after having a meeting with his or her department, must have a schedule of ONE-ON ONE whereby the departmental head talks to a teacher about his or her work. Because when it is one-on-one the teacher can express himself or herself about the challenges he is having. So, it is one-on-one. That is how I make sure that this team building is implemented correctly. Even as a principal I always make sure I have one-on-one meetings with the departmental heads, with educators, especially the grade 12 educators who are teaching certain subjects. I called the educator, what are your plans for getting 100% at the end of this year? Where do you want me to assist? And the teacher will tell me if you do one, two or three. So that thing makes us work as a family (P1, SA).

Similarly, participant 2 of school A, who happened to be the departmental head conjectured those goals are communicated through the convening of regular meetings to give updates as well as annual general meetings (AGMs) of all stakeholders. During such meetings dialogues are centered around previous or current year performance and furnish projections into the up-and-coming year. The annual year plan for the subsequent year is shared with educators to give them the road map for insight. In the same way, participant 1 of school B opined that regular meetings are used by his school to explain yearly targets and goals to the team of educators in the school.

Participant 1 of school C buttressed the above findings that goals are communicated best through the channel of regular meetings. Discussions in such meetings as adhered to earlier on are premised on what the team wants to achieve in the future.

Meanwhile, participant 2 of School C reports the following:

Yes, there are various ways of communicating my wishes or goals to the team, it starts with having regular meetings with the deputy principals, we hold meetings every week,

the SMT, we always aspire to hold meetings every week but sometimes is done fortnightly, to communicate all the goals so that no one would be left behind. We also hold staff meetings, briefing sessions and whenever something touches a particular department, we also talk to that person concerned and the departmental head concerned. We also communicate with learners; I usually go to classes and visit learners to talk to them to make them change their mind set and have that love for education and encourage them to even apply for tertiary institutions. So that when they are here, they have dreams, they have goals that they would love to fulfil them. They must work towards achieving those goals. So, communication is what I usually do. Even, the support staff, I go and sit with them, I visit them, I talk to them I make them not to fear me to be able to always come to me whenever they need something, or they need to tell me anything that is of concern to them (P2, SC).

From the above empirical evidence, it is firmly established that principals as school leaders deploy the use of regular meetings more especially with the SMT inclusive of the deputy principals and the departmental heads. The import of holding such meetings on a weekly or fortnightly basis is to bridge the communication gap and equally to safeguard the communication of goals to subordinates in the team, so that no team members are at sea in terms of goal attainment in the school. Consequently, goal communication through meetings is not only for educators but also for learners who need to receive similar communication through class visits the principal as the leader of the team can motivate the learners regularly to work hard to attain their dreams.

Botha (2013) contends that effective communication at the place of work has the potential and the ability to motivate staff in the school setting to inspire learners to succeed in life. Meetings are deemed as the breeding grounds for great leadership and management ideas to be shared in the school setting (Steyn 2002). Furthermore, research has established that schools are disadvantaged due to the dearth of principals' inabilities to effectively communicate goals to their teams for onward attainment (Kowalski, Peterson & Fusarelli, 2007).

In the purview of Participant 3 of school C, meetings are held in hierarchical order in the communication pattern, the SMT meets and discusses the goals of the school and later communicates it through the DH who then holds departmental meetings with

post-level one educators of the school, then educators cascade the information to the learners and a greater extent parent. Meanwhile, participant 1 of School D believes that an effective medium of communication of goals in her school is transmitted through face-to-face meetings with the relevant educators. Through such meetings, subject performance analysis is carried out.

Participant 2 of School D elaborates on the consequences:

I think the common goal that we all have is for all learners to pass. We usually have meetings where we talk about the material that we have for a particular year. The material is the students. Ok so we just communicate in that way and then that is when can say in Geography I have this number of learners is the ones that still need a push, especially in grade 12 so that is how we communicate our goals that is when can say as a geography educator in this year I expect this percentage in grade 12. So, this is how I communicate just through the meetings and can communicate with my colleagues. So, in that way, they can tell me as a new teacher especially I do appreciate the input of other teachers. As I communicate my goals by saying maybe I expect 70% maybe another colleague can come in and say why do you expect 70% because I expect 90% and then I start pushing these learners who struggle and then that colleague will come up with a plan or whatever they do so that they make sure they pass learners then I take that suggestion (P2, SD).

From the above it is apparent that subject educators also form an integral part of goals communication in terms of their targets and struggles or challenges peculiar to their subjects. Colleagues share goals during such meetings and reiterate their dedication to tackling pedagogical challenges; the pass rate target is a goal that is communicated. Katz and Kahn (1978:53) illuminate that communication is the perfect platform to commune with another in a team to eliminate bottlenecks in the organization especially departmental issues are best resolved through effective meetings and for that matter communication. Ardent team leadership shares sufficient information, motivation, inspiration, and vision. This lends credence to the school of thought principals; deputy principals and departmental heads need to show courage in managing schools through effective communication as often their team members may be hampered in the execution of their duties (Thompson, 2011).

4.2.9.2   Sub-theme: Through Circulars and Communication Books

Research has shown that there are ways of communication. Empirical evidence has established in this study that rural secondary school teams entertain a greater proclivity for face-to-face meetings with their team members. This study established that goals are also communicated through circulars and communication books.

Participant 1 of school B declared that sometimes the communication book is deployed where all messages are inscribed in and passed on to other team members. Botha (2013) confirms the above findings that effective communication can be done through written documents to carry as much detailed information as a face-to-face meeting would have also done equally.

At times we use a communication book (P1, SB)

Meanwhile, participant 2 of School G asserted that messages in the form of daily briefings or updates as well as communication books dependent on the purpose of the communication one intends to send.   There are basic flaws in communication, especially the sense of ambiguities that may be inherent in such communication especially where an effective expression may not equally denote comprehension and decoding, therefore it is highly suggested that in the school ambience, other means of communication be used such as circulars and communication books where items are documented for future references when the team needs it (Clampitt 2001).

Through messages, briefings and day-to-day one-on-one conversations with teachers. Communication books, it depend on what kind of communication you use at times depending on what you want them to do (P2, SG).

Participant 3 of school H accentuates those goals are communicated through circulars so that educators in his department could make their submissions in time. The participant asserts the following:

I write circulars to them and tell them Hey, you must submit, I need to see whether you are planning for classes or not. So, I must even if the teacher refuses his or her way, I try and write a circular whereby he or she will sign to make sure that the message is passed or reached the necessary recipient. Like last month I had done it, and the work was there. So, there was no need to give a non-submission or non-compliant form. So really, we are running smoothly by communication. So, I did not say let me give them

a non-submission form because they are not submitting, that would be so wrong without communicating with them. I communicated with them, they signed and within two days after that circular they submitted, and the work so done properly. So, everything runs smoothly if you have effective communication and keep on consulting with them and it will help the school (P3, SH).

To Participant 3 of School H, circulars are deployed for non-submission or non-compliance. The use of circulars and communication books causes team members to commit to adherence to the messages transferred. More importantly, the effectiveness of these media is to ensure that all educators meet deadlines. More specifically, school managers and leaders must pay attention to the kind of messages they send to their team members or educators (Kowalski et al., 2007). With regards to rules of engagement, there should not be any sense of equivocality so that team members will know what to do all the time in circulars for instance, the inscription should be brief and short the avoid time wasting since the school ambience is busy one (Botha 2013). Circular communication and written communication should carry the elements of accuracy, and correctness in terms of the matter being communicated so that timing should be spot on.

4.2.9.3   Sub-theme: Through Social Media

Ryan (2014) argues that the twenty first century leadership is engulfed by the proliferation of technological advancement which advocates the use of modern technology in communication as well. Consequently, this study found that social media platforms such as WhatsApp, Twitter, and electronic mail as well as Facebook all are communication media that schools are deploying to communicate in their teamwork escapades. Thus, according to Participant 2 of School B, the internet aids them in using WhatsApp to communicate with the team as is more efficient than face-to-face meetings.

We have internet now. We have more ways of communication like WhatsApp groups, we have emails so the way of communication, to make sure that everybody understands is better to have face-to-face so that you see the people who read your messages. More face-to-face you need to be able to communicate so that people know, and they can see your expression and how serious that is when you see them

face to face. Only when you can't get a person then you can send an SMS or WhatsApp (P2, SB).

Likewise, participant 2 of School C affirms that WhatsApp groups are the most common media being used in her school. Groups have been opened for SMT, educators and learners where everyday information or communication is done. Though the challenge remains that some learners and support staff do not have mobiles, the fact remains that most of the team members including learners do possess mobiles which makes the usage of WhatsApp very easy.

Technological advancement has made communication quite easy for the school; the school as an organization has virtually become part of the global village system (Grady 2011). As a result, team leaders need to be technology leaders as well in the proliferation of communication gadgets and platforms, it is advocated for principals and SMT members to undertake some serious short courses to become acquainted with the spread of technological advancement in other to effectively deploy sound communication media.

We do have WhatsApp groups with educators, we have WhatsApp groups for the SMT and the staff for learners yah, but some learners do not have cell phones, some support staff members don't have WhatsApp, but we do communicate with them in various ways P2, SC).

We do have WhatsApp groups: we have staff groups, learner groups and subject groups. We used to communicate there mostly on weekends (P1, SD).

Meanwhile, participant 1 of School E accepts the fact that WhatsApp is mostly used in communicating with her school, but the difficulty encountered is network problems. According to her, the usage of WhatsApp is more favourable than any other medium of communication. In a likewise manner, participant 2 of School E highlights that they do share information electronically, through emails, and social media platforms. These include amongst others study materials, circulars requesting workshops and meetings are disseminated through social media.

Meanwhile, participant 2 of School G equally commented that WhatsApp is the most effectively used media of communication in his school. Though modern technological

media are deployed, it is more convenient to use WhatsApp. Also, participant 3 of School G reports the ensuing:

Yes, we do use modern technology there is WIFI internet through Wi-Fi internet we can make use of mobiles to pass on ideas and information from member to member. We are also able to watch videos of what others are doing, which I think is part of modern technology (P3, SG).

Research findings affirm the above findings that communication efficiency is derived from the development of modern-day technology. This places the onus on modern day school administrators and leaders to find the resources that permit technology and implement them for effective communication of goals and vision in the school (Morelock 20150). Meanwhile research accentuates that chief education leaders essentially must be more proactive in the deployment of technology in communication so that goals and visions can reach the intended targets, on time and within time.

4.2.10 Theme 10: Principal Leadership Styles in Managing and Leading Teams

Any effective team requires an inspirational leader who can transmit ideas, concepts, and goals into attainable derivatives; in the routine administration of the school operations, principals ought to possess certain styles and behaviours that would enable them to lead their teams effectively in the attainment of educational aims or goals (van Deventer & Kruger 2003). Leadership styles denote the behavioural underpinnings of the leader during the performance of his or her duties (Bounds et al., 2013). As a principal aim of this study, I wanted to draw from participants especially principals, deputy principals and departmental heads their leadership styles in leading their teams. Accordingly, the perspective of team members was of the greatest essence as the telescope provides an impartial view of the leadership style of their principals in attaining the educational goals of their schools. A scrupulous analysis of the gathered data revealed the following sub-themes concerning the leadership styles of rural secondary school principals in managing teams: democratic leadership style, autocratic and dictatorship style, collaborative leadership style, Laissez-faire, instructional leadership style, transformational leadership, transactional leadership, and people-centred leadership style.

4.2.10.1   Sub-theme: Democratic Leadership Style

Sterling and Davidoff (2000:3) argue that the main challenge that South African schools face is not poverty alone but also leadership that is placed at the centre of pressurizing extremes of dissimilar expectations from government, parents, educators, and unions. Leadership is about the direction of goal setting and providing the requisite inspiration for such goals to be attained (Davies 2009).

Meticulous analysis of data revealed that principals deploy democratic leadership in managing and leading teams in rural secondary schools. Participant 2 of school B elaborated that his principal exhibits and shows glimpses of leadership style through consultation from team members especially when it comes to decision making. Meanwhile participant 1 of school C admitted that her principal uses a mixture of leadership styles but mostly she is inclined towards democratic leadership behaviour. According to the participant, her principal is more open to consultation in the decision-making processes is all SMT members and to larger extent educators are involved.

According to Bounds (2013), the democratic leader draws on the skills and knowledge of his or her team members and ensures that decision-making is done in the spirit of majority involvement. They further contend and explicate that the democratic leadership style places trust in employees and inspires them to be involved in decision-making processes.

Participant 2 of school C, who happened to be a principal asserted that she is more democratic as she does not want to impose things on educators but would rather prefer to listen more to educators and detect how they wish things to be done.

Yes, it depends on what you are dealing with at that time, I am more democratic in many cases, I do not want to impose things on educators, but I listen, I check how they wish things to be done and then I evaluate and then advise (P2, SC).

Schools that dine with democratic principles of leadership, teamwork thrives, and the school succeeds in the attainment of educational goals as al team members and educators embrace and accept responsibility and demonstrate a greater sense of ownership as they feel part of the decision-making procedure, they are disposed towards accountability and implementation success (Delgado 2014).

This study found that in as much as team members and leaders prefer the use of democratic leadership style or approach nonetheless, majority of the participants revealed that democratic leadership style does not all always work as is contingent on the situation one may be dealing with at a time.

Participant 1 of school D conjectured that she as a principal is more dialogue-oriented when she discusses issues with her SMT, and staff also shows firmness in communicating with her team. Similarly, this study also established that in the understanding of participants, the democratic leadership style is closely related to the healthy communication style of the school principal. Thus, participant 3 of School D reiterated the subsequent:

She has effective communication skills. She is supportive and coaches in everything that we are doing. She communicates by using WhatsApp groups. Sometimes we use a communication group. There is a group where she writes meetings. She will communicate and say there is a meeting at break time. Then by this time we are there and discuss. She goes to the staff directly to communicate (P3, SD).

From the above, it could be construed that the democratic leadership style is also embedded in effective communication, in other words, the democratic leadership style means effective communication in the team. Bounds et al., (2013) affirm that the most recognizable feature of democratic leadership style is the ability of the principal to engage in two-way communication through successful discussions of issues as team members become open to offer ideas and share information. Democratic principles permit greater interactions amongst team members where a collegial ambience prevails in the school (Delgado, 2014). Decision-making authority is propagated throughout the team as team members are open to embracing responsibilities through the imposition of confidence by the principal.

Furthermore, participant 2 of school E also affirmed that her principal uses democratic leadership style as she permits the maximum participation or involvement of all the team members in decision making.

Well, she often uses, different leadership style, but mostly she implements the democratic leadership style. So, she allows us to participate in decision making. She allows us to have input in decisions that need to be taken. And, you can say there is that sense of Ubuntu in her leadership style. She is very understanding, and she has

humanity. Because is rare that you find her being dictating so she is very democratic, and she has that humanity. She likes to sit down with us as a team and get different views and different opinions in decision making (P2, SE).

Democratic leadership, according to the above participant equally symbolizes being human, understanding and respecting the views of your educators as a principal in leading your team. This finding is underpinned by researchers who elucidate that democratic leadership is vital to unlocking the participative potentials and skills in team members as they perceive being respected, they become willing in responding to the principal's ideas and strategies often offering their own ideas as well (Gale & Densmore 2010).

Participant 3 of school E posits that his principal allows them to share their opinions and have their voices heard in matters of concern thereby her conclusion was that his principal deploys the use of democratic leadership style in managing the educators in his school. Likewise, participant 3 of school G asserts that his principal uses democratic leadership styles in managing and leading the school. This is done through the allowance offered to team members to use their discretion in decisions makings as well as offering the team members the opportunities for creativity in their routine dealings.

My principal is very democratic. He consults before making decisions. I can never label him as autocratic because he is not autocratic (P1, SH).

In the understanding of Participant 1 of School H, the democratic leadership style is where the principal consults his or her team members before making decisions. The implication of democratic leadership style is inherent and intrinsic in the ability of the school principal in this instance to apply consultative leadership where team members whether big or small are respected in terms of having substance to offer in managing and leading the school (Starratt 2001). Meanwhile, Kilicoglu (2018) concludes that the democratic leadership style easily manages and survives conflicts and misunderstandings because the principal can inspire the educators, where the leaders permit skills and proficiency so that subordinates or followers become absorbed into the school's strategic goals, vision, and mission. Furthermore, democratic leadership pays attention to core democratic principles in the workplace as well as in teams; consequently, the investigation has established the belief of scholars that such schools

must respect and honour social justice, fairness, and equity, as well as participation and human dignity and empowerment (Harris, Moos, Moller, Robertson & Spillane, 2007).

4.2.10.2   Sub-theme: Autocratic and Dictatorship Leadership Style

This investigation as a result also established that rural secondary school principals use autocratic and dictatorship leadership styles in managing and leading their schools. According to Bounds et al., (2013), the autocratic leadership style is like the military style of leadership and management where the power of decision-making resides only with the leader more frequently the leader exerts influence through intimidations and terror.

Participant 1 of school A asserts that as a principal there are times that it is exigent to deploy the autocratic or dictatorship leadership style particularly when team members are failing to them do the rights things and take the right decisions for the effective administration of the school. Similarly, participant 2 of school B posited that her principal more often is inclined towards democratic or distributive leadership style but however, he can spring forth the dictatorship or the autocracy in him.

Meanwhile, participant 3 of School C opined that the situation dictates she to use a dictatorship or autocratic leadership style:

Yes, because you know a school is an environment where there are teachers, different teachers, and different opinions. There is a situation whereby you need to use an autocratic leadership style. You will have to mix both autocratic and democratic so that you manage the situation. So, when there is the need to apply that leadership style is good as well with (P3, SC).

From the above empirical evidence, the study has established that autocratic and dictatorship leadership styles are necessary in situational instances to deal with different educators with different behaviours and opinions in getting the team task attained. Scholars have contended that the autocratic leadership style is important in the educational environment where there seems to be elevated levels of insubordination from team members to the authority of the principal (Edirisinghe, 2020). Moreover, the autocratic or dictatorship leadership style is believed to get the task done as it assists in making decisive quick decisions, and when necessary, it

averts the bureaucratic delays inherent in other leadership styles (Sithy, Saffeena & Samsudeen, 2020).

Participant, 2 of school G believes that she uses some sort of autocratic leadership style by pushing people using some sort of minimal force to do what she wants them to do. Though there seems to be versatility in the leadership approach by the participant, it could be inferred that her penchant lies in autocracy and dictatorship because of goal consummation. Similarly, participant 2 of school H concurred with the above findings that her principal though somehow democratic, there are instances when a decision is to make that he uses autocracy to harmonize the group. Moreover, participant 3 of school H, opined that his principal is blatantly autocratic though sometimes he does exercise a little bit of democracy by consulting with the team.

The participant elaborates as follows:

He is autocratic. I think am correct when I say he is an autocratic leader he has his way of leading us. You cannot predict him, tomorrow he can be something else, and today he can change now and say other things that you think hey, he does not like me today he did not sleep well by doing that you realize later that he was doing his work. There is nothing wrong with that but sometimes you feel provoked. Yes, he does. Autocracy is a dominant leadership style, but I can say he is also democratic because he comes to us and acts quite nicely, he listens to us when we are giving instructions to him (P3, SH).

Autocracy is construed and interpreted by the above participant as the unpredictability of the principal or the group leader. Autocracy is a leadership where team members or subordinates reserve any praise for the leader but lots of criticism is tabled at the doorstep of the leader (Iqbal et al., 2015). The reason is that the team leader hardly consults his or her subordinates and hardly places any form of trust in the team members. Normally the leader may impose fear and trepidation in the group to get to the bar line in terms of attaining goals and objectives as such the principal is not a popular figure in the eyes of the team members and subordinates (Bounds et al., 2013).

4.2.10.3   Sub-theme: Collaborative Leadership Style

This study established that principals' leadership style is mostly collaborative. Leadership styles are the approaches and behaviours of the leaders towards the attainment of educational goals (Bush 2003). Such approaches are deployed to inspire the team members to consummate educational objectives either short-term or long-term (Ololube, 2015).

From the analysis of data, participant 2 of School A, participant 1 of School B, participant 2 of School C, participant 3 of School F and Participant 2 of School H, all agree that their principals use collaborative leadership styles in their schools.

Participant 2 of school A posited that her principal uses collaborative leadership style though her principal does not resort to the implementation of a single leadership approach collaboration stands out. Arbabi and Mehdinezhad (2015) explain that the collaborative leadership style promotes school development as team members find it easy to detect management and leadership problems and at the same time offer solutions.

Meanwhile, participant 1 of School B elaborates as follows:

Firstly, I will say the style or my observation because no one will come to you and say that this is but through observation then you can see that oh this person is using this style to lead his team. So, I will say is collaborative (Collaborative leadership style). Because in each case you find that he will communicate, consult get ideas from people about how do we do this, how can we do this. But then at times, we have that lack of communication. You will find out that some of the things are communicated at a late stage where one does not have much time to prepare him or herself for that task to be executed. Otherwise, the principal of the school to a good leader. Is it just that at times it looks like he distances himself from people who should have been closer to him to help get some of the things done? But with me as a person we communicate everything at any time of the day even if am at home I will receive messages; one two and three so for me the person is good and collaborative (P1, SB).

Consequently, in the understanding of the above participant collaborative leadership simply denotes when the principal engages in effective communication with his subordinates and other members of the team. Consultation and acceptance of ideas

from team members in scholarly writings is disposed towards, a participative or democratic leadership approach but collaboration is more inclined towards cooperation, involvement, and partnership; educators feel respected being part of the functionality of the school (Hoy et al., 2006). Educators feel appreciated when their superiors in the team exhibit collaboration as engagement takes place between the principal and the team members, quality decisions are taken more effectively educators feel inspired to offer more assistance to the team. Given the importance of teamwork, collaborative leadership brings the best out of educators.

To buttress the above findings participant 2 of school C asserts that, collaborative leadership is as a principal permitting her educators to approach her to tell her how certain things must be carried out in other words, we share the burdens and responsibilities of managing the schools among team members.

So, there I need to expect them to do it the way I share those things with them. But in most cases, I do allow people to tell me what they want things to be done, how they want it to be done and we look at those things (Use collaborative leadership style), and then we just look at the pros and cons, if those things that we share are not against the policies of the department, but in line with the policies. That's how I operate, and it helps me, because once you allow them to voice out how they want things to be done, then you just check if is going to work, and it makes them to be free to perform their duties, but we don't want things to be done in a way that is against the department's policies (P2 SC).

From the above collaborative leadership style is also shared leadership where team members make contributions that as the principal being the arrowhead acknowledges the inherent team skills in others as leadership remains not the exclusive preserve of certain people alone (Bezzina & Vidoni, 2006).

Similarly, participant 2 of School H conjectures that his principal shares leadership responsibilities among the DHs and DPs.

At the centre of the collaborative leadership style is the moral obligation that the team leaders show towards one another, as the principal opens to the members of the team programs can be run to the satisfaction of the entire team (Bezzina, 2007).

4.2.10.4 Sub-theme: Laissez-faire Leadership Style

Participants 1 of school C, 2 of school D, 2 of school H and 1 admitted as well pointing to the usage of laissez-faire leadership style by their principals in their schools.

But most of the style he uses most of the time in managing the school is the laissez-faire, allows us to do whatever we want however we want and I think that is also developmental because it allows me as a team member to be creative and be able to do the things the way that I pursue them not in a manner where am being told that you must do this and that so the laissez-faire one is very comfortable with that one. (P1, SH).

From the above, laissez-faire leadership is developmental as team members are allowed to some degree of autonomy to act and make decisions. The laissez-faire leadership position operates when the leader leaves the team to paddle their cannon through dereliction of the team members to self-regulation and autonomous modus operandi (Bounds et al., 2013). Consequently, team members are permitted to make decisions and become accountable for the consequences of such actions and decisions within the group as the arrowhead leadership is absent.

Participant 1 of school C accentuated that sometimes her principal is just laissez-faire where she offers the team members the freedom to make choices by telling them to for what is right. Bounds et al., (2013) affirms the findings that delegation of powers is more reputable beside being expressive in this style of leadership as it also inspires and incentivize team members especially those who have the potential for leadership spring up quickly in such environment of leadership. In the understanding of John et al., (2007) laissez-faire leadership style is beyond defence unless the team members possess some form of expertise and inspiration, they may let the whole team down because of inexperience and the dearth of specialization in leadership.

Participant 2 of school D conjectured that his principal mostly exhibits laissez-faire leadership style or behaviour though sometimes he perceives him to use a more mixed approach of leadership styles. Subsequently, participant 2 of school H observed that her principal is more inclined towards liberal leadership by permitting the team members to make decisions when the need arises. She further elucidated that such trust by her principal makes her more comfortable as it affords her the room to grow and develop as an educator.

Nonetheless, scholars argue that the demerit that laissez-fair leadership presents is there is ubiquitous miscommunication among teams and teams lack clear cut directions and purposes such demotivates soke team members and slows down school progress (Bounds et al., 2013). As subordinates receive delegation of powers under this leadership approach, some may abuse it, whereas some will be more egocentric choosing to look for their own interest instead of making decisions to the benefits of the entire group (Osborn, 2008). Consequently, this kind of leadership style does not actually attain educational goals as the leader fails to exert the relevant and necessary pressure on team members and as a result team members assume lackadaisical posture.

Any leader who exhibits the subsequent tendencies is argued to be more inclined towards laissez-faire leadership style; the principal is not involved is more passive and pathetic towards the team goals, little planning, organizing, coordination, and communication. Furthermore, when the team hesitates in terms of decision making choose to allow subordinates drive the team. Such a leader persistently, has no drive for organizational direction as the vision or mission statement of the school may not be adequately prescribed in succinct manner. With respect to establishing unambiguous goals, scholars have explained that such leaders do not offer such and besides resolve organizational bottlenecks on ad hoc basis (Gerber et al., 1998).

4.2.10.5   Sub-theme: Instructional Leadership Style

Botha (2011) explains instructional leadership perceives the principal as someone who directs the delivery of the curriculum in the team. As global trends focus on the improvement of school performances attention has been shifted towards this leadership approach in secondary schools (Heck & Moriyama, 2010). Research declares that schools that performed well possessed instructional leadership where the principals concentrated on teaching and learning instead of administrative routines (Lashway, 2002).

Participants 1 of school A, 2 of school A, participant 2 of school C, Participant 2 of school D and 1 of school F agree that their principals' leadership styles are more disposed towards instructional than any other.

...but sometimes I do give instructions when a need arises, if there is something that needs to be done (Combines democratic and instructional leadership styles), it assists

because there are certain things that need to be done and submitted at specific times and then you do not take excuses on those things. You need them to be done on time. So, there I need to expect them to do it the way I share those things with them (P2, SC).

From the point of view of the above participant, instructional leadership is not only the practising leadership style used in his or school in attaining educational goals, but this study has also established and found that principals apply a hybrid of leadership styles or multifaceted approach is exigent as certain situation do require different approaches of leadership. Principals in leading their teams to meet academic deadlines and submissions need to be straightforward in offering appropriate instructions and directions. Principals must demonstrate behaviour directed at controlling, coordinating, and supervising besides administering effective teaching and leading or steering goal-oriented pedagogical management and leadership (Leithwood et al.,1999).

He uses distinctive styles of leadership. Interactive one. Whereby he will sit with you like this and discuss issues. Collaborative. and then, he will also use the instructional one whereby he will be giving you instructions because there is no other alternative, you must take instruction as it is especially when it comes to whoever, he must deliver it as it is because is an instruction (P2, SA).

Principals use a mixture of leadership styles though this study found that there are dominant leadership styles which are congruent with the behaviours of the person or personal traits that are demonstrated. Consequently, instructional leadership was perceived by some participants during the interview as just the principal giving instructions for a specific task to be undertaken or to be performed. Thus, as team members take instructions or directives from the leader it is perceived as instructional leadership. Instructional leadership has shifted away from the norm of the principal being the only source of knowledge but rebirthed into leadership for learning (Bush & glover 2014). Similarly, instructional leadership is argued to attain educational goals as team members work towards teaching and learning through the thorough work in classroom offered in a positive ambience, the concept of instruction should be deployed in the attainment of educational objectives even so in rural secondary schools (Hallinger, 2003). Moreover, another view of instructional leadership accepts

that actions indirect but affect student learning such as school culture, time tabling schedule as well as the management team budget schedule of the school in providing the necessary accoutrement for educators to deliver quality curriculum and pedagogical instructions (Goldering & Greenfield 2002; Leithwood et al., 2004).

In agreeing with the above findings, participant 2 of school C proclaims that, when necessary, she applies instructional leadership to educators especially when it comes to submission of deadlines at specific times. Transactional leadership is more inclined towards the global trend where scholars concur that is one of the most active tools of creating an effective communication model for high school principals (Manaseh, 2016). As principals function as school heads, it is incumbent on them to keep their focus on teaching and learning as well as the entire school management especially knowing what is happening in the classroom (Hallinger & Walker, 2014). This suggests that principals ought to instruct and lead educators to develop their capacities in delivering the curriculum. Nonetheless, scholars agree that instructional leadership encompasses both classroom instructions and the principal's ability to mediate the curriculum delivery and empowerment agenda in the attainment of educational goals through the lens of teamwork (Manaseh, 2016).

4.2.10.6   *Sub-theme: Transformational Leadership Style*

This study also established that transformational leadership is one of the leadership styles that principals use in managing and leading their teams in rural secondary schools. Transformational leadership denotes the accentuating of the capacity and ability of the principal to the dedication to change, management in the attainment of the school goals as an organization (Davies, 2009). Bounds et al., (2013) elucidate that transformational leadership occurs because of the vision and personality of the leader and the impact that leader exerts on the employees. Transformational principle motivates the team members towards change, coaches, mentors and leads by example (Lamb, 2013).

Participant 1 of school G shares the sentiment that just like many other participants his principal does not apply a single leadership style or behaviour.

To be honest with you I will not be specific about one style. Because sometimes she can be autocratic and sometimes, she can be democratic. When she is democratic, I think she has already concluded whatever she would be just saying for the sake of

sharing it with us as educators but at the back of her mind she would have concluded whatever she will have answers herself. So is like she will come to the staff as a formality that we did sit and as a staff and discuss one or two or three. But is something that she has concluded but is my final decision whatever, so and so produces it would not matter because this is what I have decided as the head of institution. So, I would not say she is democratic, there is bit of autocracy and dictatorship. She uses transformational leadership where she always produces innovative ideas for the staff. She is always looking forward to new things. She is willing to try new things most of the time (P1, SG).

The above empirical evidence means assumption is based on the premise that numerous principals are inclined to multiple leadership styles in managing and leading their schools, however, in the mixture, there is a strong inclination towards a particular leadership style such as transformational leadership style. The study has found that the use of transformational leadership is the principal being innovative in paving a new thinking paradigm for team members. Transformational leadership holds the perception that the school as an organization is very dynamic especially the people in it therefore, it is incumbent on the principal that a deeper relationship is fostered between him or her and the team members what others refer to as followers in trying to attain the educational goals (Ololube, 2015). More importantly, transformational leaders bring to the recognition the vision of the school and extrinsically motivates the team members to pursue the vision to the hilt. Such a principal needs to function with people are pay attention to details and are very painstaking in their dealings.

4.2.10.7   Sub-theme: Transactional Leadership Style

The essence of transactional leadership style is premised on management or control or better still the ability of the principal to supervise the entire team through the organizational structure of the school (Charry, 2012). Per group performance the principal places rewards or punishments. Principals use transactional leadership through structure creation to direct the team members to meet the expectations of the school (Lamb, 2013).

Participant1 of school F through observation and semi- structured interview revealed that his principal uses transactional leadership because he encourages the workers to

operate as a team to perform to the best of their ability. The principal places a reward system where he rewards the department that performs better.

He uses transactional leadership style because he encourages us to work as a team and as team, I mean different departments of the school which creates a very healthy completion amongst the school. He observes throughout the term and then at the end of the term he will reward the department that worked extremely hard, producing better results, and ensuring that paperwork is done on time and yah I think transactional (P1, F).

Transactional leadership is based on the creation of healthy competition among team members so that the success of the team members leads to the reward whereas, failure may partially lead to some sort of chastisement (Charry, 2012). Bounds et al., (2013) explain that transactional leadership thrives on the belief that people ought to perform at their best when the chain of command is definite and clear; team members are inspired by rewards and punishments. Team members become ardent and obey the instructions of the principal as the principal monitors subordinates, departmental heads or deputy principals need to be carefully monitored to ensure that expectations are met. Principals as transactional leaders perceive the leadership of the school as an exchange between him and the team members by 'give and take' transaction as team members endeavour to meet the school goals. In the understanding of Goddey (2017) transactional leadership commences with the conceptualization that team members concur to agree with the principal based on the dogma as the principal places a compensation a scheme for the team members.

Moreover, the contention remains in the inadequacy that remains in transactional leadership where team members and the principal may not fully discover their potential and attain their optimum performance. Secondary school principals that deploy such leadership approaches do so with the intension that short term goals, dreams or aims are to be attained, consequently lacking in depth in terms of long-term strategic planning. Consequently, the transactional leader must show the ensuing attributes; being responsive and sensitive to his team members, functioning within the school culture and ethos, ensuring that team members attain educational objectives through the compensation and penalty system, and inspiring the team members through the

arousing of their interest, accentuating the belief to take actions that seek continuous improvement in academic performance (van Deventer et al., 2016).

4.2.10.8   Sub-theme: People-Centered Leadership Style

Participant 2 of school A elaborates that her principal though practices a hybrid of leadership styles, she also demonstrates a little bit more of people-centered approach by being altruistic towards or human through the recognition of humanity at the workplace. People- centered leadership makes the leader more concerned about with respect to having a constructive employee or collegial relationships and will emphasize things like expressing feelings, teamwork, compromising (Naidoo & Petersen, 2015). Thus, the study established that most rural secondary school principals apply people-centered leadership style by being very affinitive to the educators to draw the best from them. Principals place a premium on understanding their team members, they try to identify with them.

And he is also an understanding person. There is no time when you say you are sick when he will tell you to go and work. You are sick go to class oh no and he is people-centred (people-centred leadership style (P2, A).

Thus, people-centred leaders become sensitive to the people's plight and conditions of work, health, and well-being of team members. The people-centred leadership style must be disposed towards embracing the suggestions of team members, looking out for the development, and professional advancement of team members; being responsive and amicable discouraging critiquing the team members besides being impartial in the event of disputes among team members. There is a strong advocacy for paying heed to the team members and having collegial engagement during discussions or meetings. This study established that people-centred or oriented leadership places a premium on the development of team members to the professional proficiency required to advance the attainment of educational objectives (Goddey, 2017). This leadership style is synonymous with a participative or democratic approach not forgetting the collaborative leadership style. However, Goddey (2017) contends that in the modern epoch, principals must learn to juxtapose a people-oriented leadership approach and a task-oriented leadership style if meaningful teamwork goals are to be attained since the two run concurrently. In essence and

reality, empirical evidence from the study points to the fact that leadership styles overlap with one another.

4.2.11. Theme 11: Principal Leadership Efficiency and Effectiveness

There is a massive volume of literature on educational leadership that provides a wide range and scope of leadership styles and theories as well as framework, however, the greatest challenge is the effectiveness and efficiency of the leadership styles in achieving educational goals of quality teaching and learning more especially in rural secondary schools (Van Niekerk, 1995). It is contended that many underperforming rural schools in south Africa and the global stage is due to ineffective and inefficient leadership styles of the principal which normally leads to the wastage of scarce resources that may hinder the growth and development of the school. Morrison (1998) theorizes that effective leadership styles present certain critical characteristics such as proactiveness, visionaries, and the ability to plan strategically. Consequently, a scrupulous perusal of the data collected established that the effectiveness and efficiency of the leadership styles of the principal lead to high rate in the matric passes, the achievement of educational goals, improvement in school discipline as well as educators working together. The sub-themes that emerged are discussed subsequently.

4.2.11.1 Sub-theme: High matric Pass Rate

Participants 1 of School A, participant 1 of B participant 3 of School C all agree vehemently that the evidence of their principals' leadership styles is proven in the high rate of matriculant passing. The analysis of the interviews revealed that most of the higher matric pass rate is attributed to the effective and efficient leadership styles deployed by the principals in their various schools.

Participant 1 of school A, being a principal, agreed that his leadership style is effective and efficient in the sense that his school's matric results speak volumes about it. He elaborated subsequently:

The results are just speaking on its own. The school results are moving every year grade 12 results. In other classes, grade 8 got 100%, and 90% of all that. For instance, this year we have 153 learners, and only about 13 failed grade 1. So, the style of leadership is effective (P1, SA).

The effectiveness and efficiency of leadership styles is perceived in the matric pass rate improvement according to the above participant. Similarly participant 1 of school be accentuated that his principal's leadership is based on exemplary leadership which has resulted in the 100% pass are they had been constantly having as well as the quality of the passing has also improved.

Again, here it is effective. And what I like the most is leading by example fortunately; our principal is teaching as well. So, when he talks about morning or afternoon classes, obviously he is the one doing first then even other educators can see that this thing is doable. As a result, we found that our school performed at an incredibly good level. By so saying like we got the 100% but is quality so for me those are the indications that leadership style is effective as well as efficient. (QUALITY RESULTS) (P1, SB)

Good academic performance emanates from the effective and efficient leadership styles of the principal. As academic performance improves across all grades the reason is placed at the doorsteps of exemplary leadership demonstrated by the school principals.

Similarly, participant 3 of School C admitted that his principal's leadership style is effective in the sense that it shows an improvement in matric results that are sturdy and progressive as well as the quality of the results.

Is effective and progressive because you see, results have improved since she took over, and the leadership that she is applying is working. yes, matric results have improved since she took over, and even the quality of results that getting (P3, SC).

Meanwhile participant 1 of school, D elaborates that since her eldership styles and prowess the school had witnessed sharp improvement in the matric results. Participant premised her school' s sharp rise in the amelioration of learner academic improvement is owed to her principal's leadership style's effectiveness and efficiency.

I think based on the results that we received it is obvious that the way she manages the school, the way she leads, is effective. Yes, the matric results because if one may see this answer as being narrow, but then if you look at results you will know what efforts teachers put in grade 12. If I know my leader is as good or does not allow me to be this teacher or not, leading in an effective way, I don't think I will be able to stretch

myself and give extra time to grade 12. So, I just think is more effective the way she leads us because results are improving each time (P2, SD).

Effective leadership also means the ability to cajole the educators to offer their best in quality teaching, motivating the educators to go an extra mile to improve the results of the learners. Effective leadership also means visionary leadership in the process of promoting proper and effective instructional climate where team members thrive; the principal's leadership will be judged as effective if it stimulates vision development and implementation of greater cooperation in assisting the learners to pass well (Naidoo & Petersen 2015). The findings are also placed in the perspective of scholars who explain that the yardstick to measure the efficiency of leadership style can be found in the way resources are used to the benefit of learner progressions and improvement in academic performance (Manaseh, 2016).

Meanwhile participants 3 of school D, 1 of school E, 3 of school E, 2 of school G as well as 2 of school H assent and ratify that the efficacy and effectiveness of leadership styles are contingent on attaining educational goals such as greater pass rate in matric examinations.

….is remarkably effective because you can see that results have improved, much improved. Matric results, we are talking about teamwork here and our goal is, and we have only one major goal which is to produce excellent results in matric, so we have been doing that for two consecutive years, and we have been achieving 100% results, so it shows that her leadership style is more effective. I can say.

The effectiveness of the leadership style of the principal irrespective of the type of leadership style possesses a certain degree of merit or demerit however, the focus of the study was to establish how effective and efficient the leadership styles of the principal is in achieving educational goals. Thus, effective leadership style demonstrates strong leadership development which is directed towards academic achievement and high-quality learner management (Sterling & Davidoff, 2000). According to Leithwood and Sun (2012) teaching standards and learning standards improvement require initiative-taking leaders to enact a wide range of practices. Effective leadership styles lead to effective schools, effective curriculum delivery which leads to greater attainment in the learner passing rate (Day, 2016). The study found that in most of the rural secondary schools' effectiveness and efficiency in school

leadership are measured by how well the matriculants perform in their examinations. Leadership in its effectiveness is also measured behaviourally as the team members seek direction and accuracy.

4.2.11.2   Sub-theme: Attainment of Educational Goals

Leadership values are better appreciated when it is deemed to attain educational outcomes or goals. Successful schools in the last decade are schools that have effective and efficient leadership (Mulford & Silas, 2011).

Participants 1 of School C, participant 2 of School C, participant of School E and Participant 3 of School F agree vehemently that the effectiveness and efficiency of leadership styles are perceived through the lenses of attaining educational goals.

According to participant 1of school C, the effectiveness and efficiency of leadership styles are interpreted in applying democratic principles that makes the team members feel part of any goals consummation. The study established empirically and deductively that democratic leadership is effective and productive because it leads to the attainment of team goals of democratic participation of all educators.

Her leadership style is effective when she is democratic. Because all of us became happy that we were part of what wanted to achieve. When she applies a democratic leadership style, we all become effective and efficient. That is where we give our opinions. I think that is where the goals are achieved (P1, SC).

The competency of, for example, democratic leadership styles from the above elaboration is shrouded in the active involvement of educators. As educators become involved, they give their best as they feel particularly responsible for the success and failure of the school. This is confirmed by Delgado (2014) who assumes that as the principal applies a particular leadership style its merits necessarily must align with the long- and medium-term goals of the school, such as attaining job satisfaction for educators, higher academic performance as well as attaining greater school climate. As educators become involved leadership roles and responsibilities are simulated as it bears a direct correlation in attaining educational goals such as improvement in academic performance (Woods, 2011).

Moreover, participant 2 of School C postulates that in terms of attaining education, her school's main goal was excellent academic performance in grade 12 notwithstanding the efficient utilization of resources of the school.

Yes, in terms of achieving educational goals, yes of course we achieve goals, and the matric results can also attest to that because we achieved quality results last year and we have been achieving quality results for the past few years and it helps a lot is just that I must forget about my things and focus more on the school. Because for me to achieve the goals for the school, I stay here, I spend most of my time here. We use the resources that we have as a school, we do not ask for more because the human resources and the teachers are here, work diligently, and they can achieve results. I keep motivating them, when they have afternoon classes I must be here, when they have got even classes am here. So that is what makes me achieve the desired goals by offering myself so that they can see that am supporting them. That's how I achieve this by just being there for them to give them support and to motivate them and organize people to come and motivate our learners as well as the educators. It gives us good results, last year we got 55 bachelor's and most of our learners are at the universities right now (P2, SC),

Effective and efficient leadership style is established as sacrificial leadership and leadership by exemplary dogma as more attention is placed on the school by the leader, and educational goals eventually get achieved. Working extra hours and staying so close to the premises of rural secondary schools to ensure that school resources are put to the most productive use. Principals make themselves available to their teams and schools, to offer team support, and motivation both intrinsic and extrinsic, organize and manage the schooling process, especially the application of instructional leadership where relevant. It also means motivating the game players in the educational arena, and the learners, such efficiency, and productivity result in a higher academic performance which conventionally, is the goal of every school.

 Effective leadership facilitates direction, change management and greater awareness in terms of educational goals attainment inter alia, improvement of certain departments of the school especially collaborative or distributed leadership style (Avissar, Alkaher & Gan, 2017). The adoption of a particular leadership style must be based on suitability and adaptability to local setting and circumstances (Kilicoglu, 2018). In many

instances, efficient leadership simply means the unflinching support of the leader that the team members require to exceed expectation in delivering quality teaching and learning. Effective educational leadership furnishes educational institutions with an integrated approach to coherently run affairs of school management (Ololube, 2015).

This study also found that effective leadership attains the educational goal of creating a conducive atmosphere for work to thrive. Friendly and collegial ambience are relevant. Feeling sensitive towards the team members makes them feel part of the school as the principal leads through the style of empathy team members are drawn to the school's objectives and put in their best to the attainment of the school's goals.

Judging from the past three years I can say is very highly effective the way she leads us is because she ensures that she creates an atmosphere which is friendly for us to work in. She tries her best to understand how we are feeling. She tries her best to make us understand what goals need to be achieved without putting any much pressure and that allows us to be able to achieve the goals of the school (P2, SE)

Meanwhile, participant 3 of School F asserts that his principal's leadership style is effective and efficient in achieving educational goals because the principal is goal-driven and goal-directed. The subsequent report is the verbatim quote of the participant:

Is highly effective because he has got everything in his hands. He is goal-directed. He knows what he wants. Well, it stems from the results of the school. He is purposeful. There is nothing else he is looking for except the best results for school. So, everybody is geared towards producing quality teaching and learning. We are compelled to toe the line that even we teachers must win. Whatever we are doing, it ends up like an incredibly good school. You cannot even see those weaknesses because they are covered by the decent work we are doing. It dominates positive influences in the school that he is looking for. So, he is very efficient in terms of, he is there, he arrives early in the morning. He supervises extra classes, during holidays, he is there he follows the timetable, because we have got specific timetables for extra classes without that we wouldn't be achieving what we are achieving as a school. He is firsthand we have got a policy where we must sign and account why we never did one, two, or three so is clear to everybody else what the principal is looking for (P3, SF).

It could be inferred and deciphered from the above that effective leadership and efficient leadership in achieving educational goals is when the principal becomes results intoxicated and saturated to attain the goals at all costs. Such leadership brings everybody on board, through the innovative creativity of the principal in directing critical aspects of the educational process. Conclusively, all participants concur that an effective and efficient leadership style attains the desired results by achieving the educational goals of the school whatever, it may be.

Participant 1 of school H equally attests to the fact that her principal's leadership style's effectiveness and efficiency are stemmed from the attainment of excellent results, if not such leadership styes could not be perceived as effective as the goal of the school is excellent academic performance. The yardstick is the attainment of educational goals through friendly and positive work ambience. Leadership that elucidates the goals is deemed to be effective and efficient as educators become conversant with the task at hand, they have clarity and keep their focus.

4.2.11.3   Sub-theme: Improvement in School Discipline

Effective leadership and resourceful leadership lead to improvement of school discipline in both learners and educators at large. Botha (2013) explains that the establishment of the school must be governed by rules and regulations under the purview of the law or the constitution which means that there are consequences for flouting such regulations. As the school aims to envision a particular posture and outlook, the leadership must produce a certain degree of effectiveness with regards to policies that will govern the conduct, the administration of the school in dealing with misconduct and ill-discipline in the school. Failure to lead and manage the school to attain the goal of a highly disciplined school all other critical aspects of the school will fall apart. Scholars argue effective and efficient leadership to open effective communication channels to both educators and learners so that each group is aware of their conduct (Botha, 2013).

Participant 1 of school A claims the subsequent with respect effective leadership; leading to discipline in schools.

The school is disciplined as you can see you do not see loitering around. We have six hundred outside and don't see any loitering. You only see them during the break. We do not have late-coming issues even with the learners, there are no late-coming issues

with educators. No late-coming issues with non-teaching staff. Because I always have a meeting with the non-teaching staff meetings. Everybody here must know when he comes what to do. As we have just been joined by Educational Assistants (EAs), they know what to do. I had a lot of meetings with them. They just started on the first. If you can look out, they all know what to do. No one can sit here and does not know what to do (P1, SA).

The study found that principals' effective and efficient leadership styles result in discipline which leads to an appositive school climate and culture as well as ecological balance and awareness in terms of cleanness. Thus, discipline means cleanness of the school environment. It also denotes orderliness in the school. It is critical, however, to observe that effective leadership and efficient leadership lead to well-structured and administered schools.

Yes, they are effective. Most of the time if we are discussing something we follow those things that we discuss, they help us because we will see that we are improving all of us. Results are improving because of the discussions we had with our principal. Even the discipline that we have, how to discipline the learners, we have structured that, even how to discipline late coming and we also discussed that we are supposed to have topic tests from grades 8 – 12 (P3, SD).

Discipline improvement is consistency in dealing with all stakeholders, especially with the learners. School leadership permits for learner discipline which is healthy which permits for the successful delivery of curriculum and extra curriculum. The study established that leadership effectiveness is attributed to reduction of late coming, truancy, and absenteeism, imbuing a greater sense of discipline in learners and educators. Efficiency in terms of leadership styles according to the above participant is sticking to a plan of action thus whenever discussions take place leading to a particular decision, effective and efficient leadership ensures that there is implementation particularly in connection with academic work.

According to Hosten et al., (1995), humans are subject to a natural propensity for errors and untoward behaviours, in the school ambience, and the work environment in this respect the educators who form part of the leadership process and learners need to be corrected or disciplined, consequently, effective leadership offers people the right training to become obeisant to rules and code of conducts and engagements.

Effective leadership in most cases is deployed to attain the goals of orderliness in the school environment, fairness, protect learners, correcting team members and using discipline in effect to contribute to the professional, spiritual development and growth of team members as well as the school in its entirety (Oosthuizen, 2009).

4.2.11.4 Sub-theme: Educators Work Together

This investigation established empirically that effective leadership and efficiency are perceived in the context of a sequel to the fostering of a stronger bond amongst the educators. If team members are fragmented, it is supremely, devoted to the lack of effective and efficient leadership style (Sterling & Davidoff, 2000).

Participants 2 and 1 of schools A and E respectively agree that efficient and effective leadership styles of their principals or their own leaderships bring about harmony and synchronization in educators of the respective schools. As such participant 2 of School A claims that her principal's leadership style was effective and efficient in the understanding, that he was conscientious by introducing the CAMP SYSTEM for grade 12 and managed to get al., l the educators on board to work in harmony to achieve the goals of the school which was the excellent passing rate of the grade 12s.

Is remarkably effective. He always goes the extra mile in everything for education. For example, he introduced the CAMP SYSTEM for grade 12. (He uses motivation and creativity to get the educators to work together. And did not end there, he ended up staying here almost up to the end of the program. There was no day he would not be at school, even at night. So, he is dedicated to achieving the goals of the school. He is also good at Networking for all the subjects, he will be asking teachers from differ schools. Especially for all subjects known as problematic subjects such as Mathematics, physical sciences and others, there will be some educators who will be coming during the day or night so –on-on (P2, SA).

The participant above accentuated that the effectiveness and efficiency of her principal's leadership style is interpreted and experienced in the challenging work that he exuded in getting educators even from other schools to network educators in her school to harmoniously bond for the greater cause of the camping program introduced by the principal. Furthermore, to the above participant effective and efficient leadership is deciphered in the context of the dedication, commitment and handwork example demonstrated by the principal in achieving the goal of educators working together. The

ability to network with other educators from other schools in handling challenging subjects in rotational shift system was a clear demonstration of how effective and efficient her principal's leadership styles were.

Moreover, participant 1 of school E believes that her leadership style was effective and efficient as it was centered on attaining positive results and extracting a sense of togetherness in her team members especially the educators she worked with.

The participant elaborates subsequently:

Well, I will say it is effective because where I see the translation of effectiveness is the positive results at the end and the togetherness, the willingness, the cooperativeness of the entire staff. Not that we do not encounter challenges, we do but we always find ways to resolve and work together even if is not me, I allow them to tune up one another to say no, don't do like this before I even come to picture and say your wrong. The wrong terminology to me is distant, because before I say you are wrong, your introspection would have informed you that you've been wrong. So self- driven and self –introspection are the tools that work miles for me.

It could be decrypted from the above assertion that what is critical in attaining educational goals is the leadership style that is geared towards the creation of harmonious working relationships among educators. Consequently, effective, and efficient leadership style simply means or denotes cooperativeness, and the willingness of the entire staff to work together. Thus, schools where a stronger sense of disunity exists may then be attributed to the scarcity of effective and efficient leadership styles on the part of the principal. In problematic circumstances, the astuteness of leadership style may be needed to keep the ship sailing especially, in a diverse school and volatile school ambience where conflict is rampant, effectiveness and efficiency of leadership styles should be able to quench the fiery darts. Moreover, effective, and efficient leadership may lead to educators working together if the principal constantly engages in self-introspection and a sense of stronger persona; drive or intrinsic motivation to get the team members to work together no matter the circumstance for the attainment of the goals of the school.

Scholars affirm the above findings that, the leadership style of the principal is the attitude of the principal in getting the best out of his or her team members (Ch et al., 2017). It is proven that mostly; democratic leadership style operates to the optimum in

effectively and efficiently bringing the best out of educators since the principal is the person who directs the affairs of the school in terms of all goal attainment, she or she must be given the benefit of the doubt in terms of navigating the suitable leadership styles in an endeavour to attain goals the school (Adesina, 2011). Since leadership styles differ in context per their application as schools also differ in context.

4.3. CONCLUSION

In bringing this chapter to a close, it is worthy of recognition that this study's main aim was "What are the practical experiences of school leadership on the implementation of teamwork policy in advancing quality teaching? The breakthroughs of findings were discussed in detail such as understanding teamwork, the importance of teamwork in rural secondary schools, existence of teamwork policy in rural secondary schools just to mention a few. Moreover, the study established that in rural secondary schools, no teamwork policy is documented but inferences are made on departmental policies that speak to some form of teamwork. Furthermore, the study discovered that principals have a critical role to play in building and ensuring that teamwork thrives in their various schools.

The conclusive chapter deals with recommendations and conclusions based on the discussions of the findings.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1. INTRODUCTION

In the preceding chapter, the researcher presented the analysis of data gathered from the collection stage of the study, and the presentation of the findings of the study based on the main objectives of the study, supported by the relevant literature and scholarship. However, this chapter deals with the conclusion and recommendations of the study. This study explored the effectiveness and efficiency of the leadership styles of rural secondary school principals in achieving the educational goals of schools in terms of quality teaching and learning as well as the efficacy of teamwork in educational leadership.

This investigation was under the lenses and stewardship of the subsequent main research question: ***What are the practical experiences of school leadership on the implementation of teamwork policy in advancing quality teaching and learning?*** Subsequently, the sub-questions of the study were as follows:

(1) What are the views of school leadership on teamwork policy?

(2) What are the roles of the school principal in teamwork policy?

(3) What is the meaning of teamwork?

(4) What are the roles of educators in implementing teamwork policy?

(5) What are the characteristics of an effective teamwork?

(6) How are leadership styles practised by the principals in teamwork efficiently and effectively?

(7) What are the benefits of teamwork in achieving educational goals?

5.2. THE RATIONALE FOR TEAMWORK IN EDUCATIONAL LEADERSHIP

The study rationale was the comprehension of teamwork and the leadership style of the principal in achieving the educational goals of the schools. The dichotomy between principals and their team members or staff was to be understood. The study found that teamwork exists in theory but not in reality as there are no policy guidelines furnished by the Department of Education to principals to practice or deploy in their

administrative operations. Thus, an inference is made to analogous policy documents that perhaps suggest some form of teamwork in educational leadership. Meanwhile, the study found and established unequivocally, that teamwork was understood as the group of people working towards attaining a particular goal (Chin & Roger, 2015). The practice of teamwork was, at the innate personality of the principal and the team members; in situations where it was relevant, they cooperated for the sake of aiding their learners and the school.

5.3. MAJOR FINDINGS

The major findings of this study are deliberated subsequently based on the objectives of the study. The main aim of this investigation was to explore how the most suitable leadership style of the principal in a rural secondary school can be used in team building and teamwork in achieving educational goals in KwaZulu-Natal. For the consummation of the above aim the ensuing objectives were to be attained:

- ❖ To establish the importance of teamwork in rural schools

- ❖ To establish the meaning and understanding of teamwork

- ❖ Examine the roles of principals in teamwork.

- ❖ Explore the roles of educators in teamwork.

- ❖ To determine the characteristics of an effective team

- ❖ To establish the benefits of teamwork in achieving educational goals.

- ❖ Determine how leadership styles are practised by the principals in efficient and effective teamwork.

Subject to the main research question and sub-questions the findings of the study are here below discussed to the chief objectives and the sub-objectives as well.

5.3.1 To Establish the Meaning and Understanding of Teamwork

The above objective deals with the meaning of teamwork and the understanding that educators and principals have concerning teamwork. This investigation found that teamwork denotes the subsequent: a group of people working towards a common goal, objective, and mission; working in cooperation and sharing ideas and information.

5.3.1.1 A Group of People Working Towards a Common Goal.

Teamwork according to this study means a group of people working towards a common objective or goal. Consequently, this study established that teamwork is perceived as a total organizational goal which requires all hands to be on deck. Based on observation teamwork was perceived as attaining the school goals of effective teaching and learning. Teamwork does not just occur, but it takes the concerted effort of people who are prepared to place their differences aside and operate towards the realization of a common goal. Such an understanding places the rural secondary school at an advantage as goal attainment becomes easy due to the clarity of the goal. According to Scarnati (2001), teamwork signifies a process that permits ordinary people to achieve an extraordinary result. In the circumstance of the rural secondary school, teamwork means ensuring that learners are imparted with the desired academic knowledge through the efforts of different successful educators working as members of the school's team with mutual relationships inclined towards the attainment of such goals. Consequently, as team there must be clear commonality and shared vision among the members of the team. Teamwork simply was established to mean a group of people who share a common goal and work towards attaining the goals.

5.3.1.2 Working in Cooperation.

This study found that teamwork is understood to mean also working in cooperation or a collaborated undertaking of groups of people. This study established that most participants understood teamwork as working in cooperation and unison. Thus, teamwork denotes close cooperation or collaboration between a group of people who possess a particular expertise proficiency in an area of specialization with the sole aim of attaining a particular objective. Teamwork means any member of a group from a different demographic setting pushing cooperatively for the gravitational goal and attainment of such goals. Cooperation is working together to achieve goals through a repetitive process where team members with the school function harmoniously to realize the shared goals or objectives (Bounds et al., 2013).

5.3.1.3 Sharing Ideas and Information

Ideas and sharing of information were found and established by this study as the understanding of teamwork concepts and knowledge. In the understanding of

Tarriconne and Luca (2011), teamwork thrives on individuals with diverse personal traits and talents, competencies, and capabilities who are not afraid to share knowledge and skills and the advancement of the organization or the school especially towards the realization of the vision of the school. Consequently, it is established and concluded that teamwork practically means the sharing of concepts or ideas by any unit of professionals or individuals who are not scared to share ideas and information geared towards a common goal or objective of the organization. Bounds et al., (2013) contend that in teamwork not only are ideas shared but equally values and flow of information are vital components to the understanding of teamwork conceptualization.

5.3.2. To Establish the Importance of Teamwork in Rural Secondary Schools

The import of this objective was to draw from participants the significance of teamwork. The contribution teamwork can make to the upliftment of rural secondary school settings. The subsequent findings emanated from the objectives: fostering of unity and understanding among teachers; improvement in academic performance; teachers or staff members are dependable to assist each other and set goals are consummated.

5.3.2.1 *Improvement in Academic Performance*

This study found that teamwork brings in its trails huge and mammoth amelioration in the academic performances of learners. Effective teamwork is reputable in leading to improvement in the academic output of learners. This is because the study established that through teamwork rural schools can utilize resources efficiently and effectively, yielding productive results through learners improving their academic results. Better learning programs are operationalized through teamwork. Johari et al., (2021) report educators are institutionalized through effective teamwork to bring improvement in the academics of learners. Teamwork leads to better curriculum delivery as educators can exchange better ideas as to how to assist each other in qualitative pedagogy (Samson & Gross, 2012). Furthermore, the study found that academic performance experiences an upward trajectory through teamwork as educators gain more or additional knowledge in areas where they were hitherto dearth which enables them to become better and effective in their subject specialization.

5.3.2.2 Fostering of Unity and Understanding among Teachers

This investigation found and unearthed that the importance of teamwork is that it leads to stronger bonds of unity and understanding among the educators of the rural secondary school. Thus, the implementation of an effective teamwork model is the yielding of stronger cohesion and in-depth understanding that educators have or share towards one another. According to Bencsik (2003), the success of any organization in the modern epoch lies in its ability to effectively operate through teams. Consequently, as team members operate, the significant element of jellying and bonding develops with time which permits greater awareness in the teams where each team member appreciates the psychological making and inclination of each one of the team members; such aids the team members to more importantly, understand better one another. As the team aim is clarified, team members perceive themselves as being in it together such a mindset enables them to become united in attaining their goals. Professional unity assists in eliminating unproductive conflicts in the school (Johari et al., 2021). As a result, educators can comprehend the dynamics of the work environment as teamwork is embraced as the order of the day.

5.3.2.3 Teachers or Staff Members Can Assist Each Other

The findings of this study point to the fact that more importantly, teamwork assists educators and school staff members. Group assistance is always available through teams as each staff member perceives team objectives and not individual goals. Teamwork importance according to the findings of this investigation was found to come through the pulling ability of team members to offer all kinds of help to team members. Rakan (2020) postulates that staff members can in all honesty offer genuine help to each other in the school as team leadership emphasizes team goals, and team members attain dissimilar viewpoints of the team goals rather than individual aims. All team members become sources of nodal help in the school ambience as each staff member is a carrier of vital resources being intellectual or human. Vitally, educators become personal counsellors to each other in the workplace as there is easiness in respect to educators caring for each other. Lim et al., (2020) assert that there is visible support in the school ambience as teamwork takes centre stage in the school, the promotion of collegiality is the order of the day, and one accesses professional help as an educator with ease.

5.3.2.4   Set Goals are Consummated

Set goals are consummated by rural secondary schools was found to be one of the importance of teamwork by this research study. Thus, more importantly, this study brought to the fore that teamwork is important because it leads to the consummation of set goals, objectives, and vision. The study further found that as team goals become clear, team or school managers and leaders are indirectly inculcating and imbuing in team members a greater inclination towards the attainment of such goals. Team members can share information towards their annual targets. Steyn and Van Niekerk (2012) affirm that the only way educational goals are attained is through effective teamwork practice where education leaders develop visionary competencies through goal setting and attainment. Thus, as teams, function within the confines of their goals, objectives get the needed impetus towards attainment as team members pull together the requisite knowledge and skills to drive the goal consummation agender. As goals get set, it creates a conducive work ecology and ambience where team members feel free to communicate with each other.

5.3.3.   Existence of Teamwork Policy in Rural Secondary Schools

The purpose of this objective was to establish the fact that there was enough empirical evidence about teamwork policy in rural secondary schools in South Africa and the practice of it and whether the Department of Basic Education has given it its proper place in the scheme of things. A meticulous analysis of the data gathered unearthed these two findings: no teamwork policy exists in schools and teamwork policy exists in practice and inference.

5.3.3.1   No Existence of Teamwork Policy

This very study found that there is no teamwork policy in rural secondary schools. In rural secondary schools, it was established through this study that teamwork does not exist in its exclusivity as a stand-alone policy for educational administrators, leaders, and managers to utilize in their daily routines. Educators and principals are to use other departmental policies such as SASA in guiding them to understand teamwork and implement it. Botha (2011) contends that, even though, a school can devise its internal policies to reflect its vision and mission statement, often such policies are just a subset of the universal policy by the Department of Basic Education. Teamwork is not offered any urgency by policymakers, hence its non-existence in many schools in

the country. Judging from the plethora number of educational leadership, administration, and management problems in the country the need for teamwork policy cannot be discounted in this modern era. Thus, to push principals to effectively practice teamwork, the Department of Education must discern the need to promulgate such policies in an endeavour to compel principals to implement them and eventually practice them for the betterment of the schools particularly since the advent of school-based management reforms. Teamwork remains silent and is only enunciated during meetings sporadically. Since teamwork, does not exist and is not offered any priority, educators only experience it and taste it partially during formal and informal meetings (Carvalho & Goodyear, 2018).

5.3.3.2   *Teamwork Exists in Practice and Inference*

The study found that teamwork only exists by inferences that are made to other departmental policies. Teamwork remains in the minds of some principals and educators as an intangible construct or concept. In furtherance, this investigation found that team members are encouraged to practice it intuitively and instinctively. it is assumed that educators are expected to be aware of teamwork and practice it to perfection since decisions that are taken during meetings are assumed to be collective therefore it involves all team members. There are no teamwork policies in the schools. Thus, to function as a team, principals and their teams must extract bits and pieces of teamwork principles from other policy documents to function as a team to the optimum. However, principals and educators have struggled with teamwork itself. This places some form of unnecessary burden on educators who may have no clue as to what teamwork entails. Since teamwork exists in rural secondary schools in this study as an abstract paradigm, educators are to determine their most effective and suitable ways or methodologies of operation through the usage of other departmental policies.

5.3.4   Examine the Roles of Principals in Teamwork

According to Bounds et al., (2013), the team leader owns the team in its entirety, with the responsibility to lead by example. This study's objective was to establish the roles, or the part rural secondary school principals play in developing an effective team and ensuring that teamwork thrives in their school contexts. Upon meticulous analysis of empirical data gathered as well as observatory evidence, the ensuing findings were established in this study: Mediator of conflicts, fostering of healthy relationships,

demonstration of exemplary leadership, an effective communicator, goal setter and teamwork.

5.3.4.1   Mediator of conflicts

This investigation found that secondary school principals play critical roles in mediating conflicts in their schools. The school as a human institution can never be devoid of conflicts and misunderstandings. This places a serious obligation on the principal to mediate conflicts amongst team members or educators, even to a greater extent non-teaching staff as well as learners in this investigation, it was established that principals in building effective teams and ensuring that such teams thrive are inclined to detect conflicts at their earliest phases and arrest such conflicts which may be highly volatile. Principals are not only employed to manage resources and administer or manage curriculum delivery but also to mediate and control conflict situations in the school ambience or milieu since educators are not just physical resources but human (Ryan 2014). Conflicts are unavoidable in schools, consequently, it behoves the principal to exhibit an in-depth understanding of the dynamics of the conflict at hand and mediate or resolve it without being biased towards one party or biased against another. This study found that conflicts in the workplace are not necessarily terrible scenarios, however, they must be detected at the earliest stage and dealt with skillfully.

5.3.4.2   Fostering of Healthy Relationships

This present study found that the secondary school principal plays a critical role in building an effective team and ensuring that teamwork thrives through fostering healthy relationships among the team members or educators to that extent. The principals attain healthy relationships even beyond the shores of the school by reaching out to other educators in other schools to undertake team teaching. Objectively, the crust of teamwork thrives on the anchor of healthy working relationships in the attainment of general educational goals as well as specific goals; nevertheless, the underlying element or determinant of effective teamwork is premised on the competencies of the principal to rally his or troop as a unified force (Keplicz & Verbrugge, 2010).

This study equally found that educators desire and have the penchant and knack for healthy teamwork relationships as most schools are experiencing hostile working relationships among team members. Educators expressed their desire to receive rapid

response and feedback from their principals and other team members as they collaborate in offering a professional work ambience based on positivity. Moreover, educators or team members become very empathetic towards the principals as they perceive the principal as caring, this yields higher productivity from educators as they feel the burden of reciprocity (Lambriex-Schmitz et al., 2020). A healthy relationship yields the benefits of trust and collegiality in the workplace. As the principal fosters healthy relationships among the team members there is the dissemination and allocation of wisdom, work ethic experience, skills, and knowledge among the educators.

5.3.4.3   Demonstration of Exemplary Leadership

Of critical discovery is the findings that emanated from this study that principals in rural secondary schools in building effective teams and safeguarding that teamwork thrives in their schools play the roles of exhibiting exemplary leadership to their team members. The study established through empirical evidence that for teamwork to be effective is incumbent on leadership qualities demonstrated by the principal in attaining aims and objectives. Consequently, principals are expected to be role models for educators. According to Steyn and van Niekerk (2013), an effective leader possesses and demonstrates qualities such as humility, altruism, personality, trustworthiness, and value standards. Such leadership is capped in active participation and involvement of decisions making processes, passes and stages in the administration and management of the school across the board. New strategies for teamwork must be shared with team members. Exemplary leadership is what isolates quality or performing schools from underperforming schools; the former being led by a visionary leader. The principal advocates specific activities that promote teamwork and team building in rural secondary schools. The demonstration of exemplary leadership means the provision of motivation. Exemplary leadership means correcting educators and having a more intimate professional relationship with educators by knowing them at individuals' levels than at team level.

5.3.4.4   An Effective Communicator

In building an effective team and ensuring that teamwork thrives in secondary schools, this study unearthed that principals play the critical roles of effective communicators to their team members. Principals must be straightforward and demonstrate a greater

degree of honesty. This study established significantly, that there is a cascade of information from the school management team to departmental heads who subsequently, transfer the information to other team members. Consequently, the chunk of communication is undertaken during staff meetings where the school's vision, objectives, mission, and aims are reiterated unambiguously. The study further revealed that team members feel inspired and motivated when they receive clear and assuring messages from the principal. According to McClain and Romaine (2007), an effective communicator is a person who possesses the competence and ability to send a message with clarity of expression so that the recipients comprehend and can decipher or decode the message or the intentions of the communication. Furthermore, effective communication occurs when the communicator's proposed meaning and the receivers' import are practically identical or matching (Steyn and van Niekerk, 2013). The success of the school hinges on the ability of the leader to communicate clear medium-term besides short-term goals to the team members. In the modern epoch, teamwork has assumed leadership in all spheres of management and human endeavour charges principals to be effective communicators to their team members. Departmental heads expect principals to share with them the most vital information in the school in assisting them to also allocate them to their respective departmental teams or groups.

5.3.4.5   *Goal Setter*

More importantly, this contemporary study found that in building an effective team and ensuring that teamwork thrives in their respective schools' principals play the significant roles of goa setters in bringing other team members on board. Furthermore, educators in accordance expect their principals to set goals to succeed so that such goals would serve as the roadmap to success (Baharuddin et al., 2019). Such targets must be within the framework of attainability so that team members buy into the vision or the goal. In furtherance, the study established that principals set goals following the core business of the school which is effective learning and teaching. Consequently, setting goals determines the destination of the school or the direction the principal expects the team members to take. Setting goals ensures that the principal can assign key roles to certain individuals in the team as well as offer inspiration in the attainment of the goals.

5.3.4.6   Team Coach

This study also found that the principal serves as the team coach in building an effective team and ensuring that teamwork thrives in his or her school. Secondary school principals serve as team coaches to their respective schools by providing guidance, counselling support, inspiration and driving a winning mindset to their educators to attain educational goals. This study also affirmed the findings that the coaching offered by principals is directed at newly inducted educators who need motivation, and nurturing. The onus lies on the principal to equally create a conducive working ambience for newly appointed educators to jell and bond with the existing team members such as the routine operation of coaching. Team members are ushered into the familiarization phase, especially with relevant and applicable departmental policies so that the team does not come in short of the requisite policy knowledge and understanding in trying to attain educational goals. Fundamentally, for the principal to bring the productive levels of the team members to an appreciable level, it takes a great deal of coaching and mentoring of educators in an Endeavor to conscientize them. In addition, educators perceive the principal as the person endowed with the requisite knowledge and skill to impart to educators and incentivize them to greater heights in the quest for excellent and optimum performances on the job.

5.3.5   Roles Educators Play in Working as a Team

This objective deals with the roles educators play as team members in ensuring that teamwork thrives in their respective schools. In the analysis and assessment of teamwork in rural secondary schools, educators' contribution plays a significant part which cannot be discounted. Successful and do well-to-do organizations possess key role players who know what it takes to rope home success and maintain its continuity (Johari et al., 2021). The ensuing findings: respect for teamwork, working collaboratively with innovators and generators of innovative ideas and strategies.

5.3.5.1   Respect for Team Members

This study found that educators implied significant contributions to their teams' efforts in the demonstration of respect for team members. Instructions from departmental heads and supervisors should be adhered to strictly and accordingly. Consequently, the ability of teamwork success is hinged on the level of respect and trust that educators can demonstrate to one another and their superiors as well as their

contemporaries. Submission dates and deadlines being met are part of the respect for team members. Peer educators this study found that play a key role by demonstrating respect not only to their peers but also to the SMT or the school management team. Educators feel confident once they sense a positive vibe of respect among themselves. Mutuality of respect is essential as educators demonstrate this mettle in teamwork and team building, as educators become more inclined to be involved in decision-making processes, they are inspired to offer their best in the team (Rakan 2020).

5.3.5.2   *Work Collaboratively*

Significantly, educators play the role and functional collaboration in their respective schools via effective communication channels as various and different forms of assistance are provided educators to other educators in the team. This study found that as educators work collaboratively, it leads to the capacitation of each team member. Educators function to aid and support each other without being told all the time. According to GA et al., (2019) in the modern scheme of school management and leadership, there is a greater predisposition towards teamwork and educators are perceived as significant role players for the success of it. This study equally established that educators play a role in teamwork through team teaching. Such collaboration enhances greater subject and pedagogical improvements.

5.3.5.3   *Innovators and Generators of New Ideas and Strategies.*

This study found empirically that educators' role in teamwork and team building in rural secondary schools' glide on the source of innovative ideas and generators of new strategies in teams. Principals that operate open-door policies can effectively take advantage of these findings as frequently, educators possess a wealth of knowledge and bring innovation to other team members. Educators as team members according to this study unearthed that team leaders frequently look up to them to produce strategies, solutions, and new ideas in school administration. Educators in this era of technology proliferation must be creative and innovative in their teams (Carvalho & Goodyear, 2018). Consequently, as educators become exposed to innovative ideas using technology, they can transfer such burgeoning innovation to the team members including the team leader. The success of the school is also incumbent on teamwork

effectiveness therefore the key role of educators is the routine laborious engagement of team members in charting the path of team success.

5.3.6   To Determine the Characteristics of an Effective Team

Through this objective, the study analysed the characteristics of an effective team, thus what an effective possesses and makes it effective as a 'well-oiled machine.' Moreover, this objective sought to comprehend and decipher the uniqueness of an effective team in terms of what makes them jell and thick. Empirically, the subsequent the findings: willingness to cooperate, healthy relationships, effective communication, producing quality results and greater ability to achieve goals. In the understanding of Steyn and van Niekerk (2013:266), effective teams demonstrate unyielding support for each member of the team irrespective of the dissimilarities and diversities that may exist in the team.

5.3.6.1   *Willingness to Cooperate*

This present study found or discovered that effective teams possess members who demonstrate unflinching dedication and commitment to willingness in terms of cooperating with the team members. The greatest asset of any team is the willingness of its team members to cooperate or consult with each other to accomplish team tasks and attain goals. A willing team is a winning team. Nonetheless, in a rural secondary school context, school success may be contingent on other factors however, the willingness of teams possesses far weightier success elements and ingredients than teams that are unenthusiastic to each other. Such teams according to this study function like a family unit and are very much recognizable in terms of the core business of the school which is effective teaching and learning. Thus, effective teams show greater ability to work through conflicts and arguments not allowing it to divide the team or disintegrate it but rather conflicts become a binding force. Furthermore, characteristically team members acknowledge the strengths and weaknesses of each other which enhances unity and togetherness (Koswara et al., 2022).

5.3.6.2   *Healthy Relationships*

This current study established that the greatest characteristic of an effective team is the healthy working relationships that exist among team members. Chivers (1995) recognises that effective teams demonstrate team spirit through openness, empathy

and caring behaviours demonstrated by team members towards one another. This study established that in schools where healthy relationships exist among educators, there is absolute harmony and synchronisation of teamwork and support for each team member. This increases the entire organisational performance as advocated by Zuaraik and Kelly (2019). As a result, healthy working relationships produce a tranquil ambience or ecology and a positive school climate. This produces mutuality besides professional and collegial cohesion in the team. Effective teams offer support to team members either in inconvenient times or good times without any form of prejudice. More effectively effective teams demonstrate healthy heathenship through their daily communications as they bond in the staff room, it is poignant to recognise that the sitting plan in the staff room is enough evidence to learn whether there are healthy relationships among the staff or not. Characteristically, this study found that team members demonstrate healthy relationships in the way they treat each other. Such healthy relations breed networking among educators across different departments as knowledge can be shared through such relationships.

5.3.6.3   *Effective Communication Channels*

This investigation established that effective teams possess effective and productive communication channels among team members. This investigation found that as teams communicate effectively, they place themselves at an advantage to succeed since every organization thrives on communication. More importantly, the school effectively communicates and motivates staff members to the attainment of team goals and objectives. Such character is perceivable in all successful teams this may require an assertive leadership to effectively and productively articulate team goals and objectives. As teams, bond, they improve on how they receive messages and decode them. Opportunity is availed to all team members to seek clarity by eliminating all forms of ambiguities and equivocality. Communication channels become open in teams that do bond as in schools the main factor is bonding. As roles were found to be well understood in many instances, teams in effect tend to communicate well. Effective teams in character have a continuous flow and cascade of information. Various communication channels such as WhatsApp, Facebook, and Instagram have made it easier to pass on messages to other team members (Izzati, 2018). In the understanding of Chivers (1995). Certain barriers may hinder effective communication such as poor listening skills, lack of clarity in messages, as well as mistaken meanings.

5.3.6.4   Produces Quality Results

This study established that effective teams produce quality results. Empirical evidence strongly suggests that rural secondary schools with effective teamwork mettle produce quality matric results in their schools. Such is the yardstick to measure the effectiveness of a team. Effective teams in order possess the hallmark of attaining academic objectives and aims which is quality teaching and learning especially a higher percentage of matric passes. In the context of the school, an effective team is one that achieves a greater percentage rate of passes as a school could not be perceived as effective if there remains a higher failure rate, especially in the matric results. Results are attained due to the training of staff to bring the needed transformation in terms of the academic success of the learners (Göker, & Göker, 2020). Greater tenacity is demonstrated by effective teams in terms of churning out academic results though resources may be dearth, effective teams demonstrate the dexterity of creativity and innovation and attain their goals at all costs.

5.3.6.5   Greater Ability to Achieve Goals

Effective teams show greater ability to accomplish goals that are set. In the true sense, this study found that one outstanding characteristic of an effective team is their inclination to attain organizational goals. All schools have a shared vision, goal, or mission or more importantly, schools set their aims or goals based on the capacity they may possess. In this regard, Enzai et al., (2021) explicate that in developing countries like South Africa, teamwork is bedevilled with many debilitating difficulties therefore, it takes schools with a deeper understanding of goal accomplishment to be able to achieve anything meaningful. Moreover, the accomplishment of any school goals is contingent on the working relationships that exist in schools. When goals are set, effective teams demonstrate or have greater passion, zeal, or enthusiasm to attain them and accordingly go for them. Characteristically, effective teams are imbued with the mindset of reaching their goals within the given period. More importantly, educators or team members are aware of their respective roles in working towards the goal realization.

5.3.7.   Establish the Benefits of Teamwork in Achieving Educational Goals.

Why are teams considered critical to the optimum operationalization of the school? this is responded to as the demonstration of dedication, commitment and taking of

ownership of the school; the benefits and gains of teamwork are beyond measure (Steyn & van Niekerk, 2013). This objective deals with the benefits that may accrue to schools because of team in achieving the educational goals of the school. The findings that emanated include the subsequent: improvement in learner academic performance and matric results, reduction in -ill-discipline of learners, spirit of harmony among educators, positive school climate, school growth in terms of enrolment and better community development.

5.3.7.1 Improvement in Learner Academic Performance and Matric Results.

This contemporary investigation unearthed that school's benefit from teamwork through the improvement of learner academic results and general academic performance especially improvement in matric results. Schools that uphold teamwork and its dogma or principles showed greater and remarkable improvement in general and specific academic performances. Across the broader spectrum of the school teamwork yields vast improvement in learners, grades, classes, or groups. Synergistically, the team attains more than on an individual basis. The greatest benefits of teamwork are not only academic performance improvement or the improvements of the school's matric results, but also the collaboration the school shares with the community which in reciprocity avails the resources of the school to the public and the community for utilization. For academics to improve, educators or team members share critical knowledge, information, and ideas to bring about improvement.

5.3.7.2 Reduction in Ill-Discipline of Learners

Ill-discipline has pervaded most schools in rural settings and the only antidote to such challenge is teamwork. Hence, this discovered that the school profits from teamwork in the sense that it helps to inculcate discipline in learners; more especially in schools where the use of vernacular is rampant; teamwork helps curb such problems. Teamwork raises the discipline levels of learners besides reducing certain negative tendencies such as truancy, absenteeism and bunking of classes by learners. As educators work as a team it benefits learners to take responsibility for their learning by engaging in peer tuition. Teamwork aids the improvement of pass rates since higher failure rates in schools are equally connected to elevated levels of ill-discipline in such

schools. Some of the benefits of discipline include proper dress codes, respect for the code of conduct of the school as well as respect for educators and the school ethos.

5.3.7.3   Spirit of Harmony among Educators

Teamwork binds the spirit of harmony and synchronization among educators; furthermore, this study revealed that camaraderie is common among educators in the school as well as improvement in personal interactions among educators (Dunham 1995). The spirit of harmony leads to cleanliness in the school's ecology and ambience. Teamwork benefits the school in such a way that educators perceive themselves as a collective family that stands together. It makes educators have fruitful working relationships and propels educators to offer their best for the attainment of educational goals. Moreover, the spirit of harmony benefits the school to have team success besides the team also takes responsibility for failure as a collective. It assists the teams in secondary schools to share information easily amongst themselves about their learners and teaching styles as well as the learning styles of their learners.

5.3.7.4   Positive School Climate

This study revealed that one important benefit of teamwork is a positive school climate. Thus, the school climate becomes positive such as cleanness, paint, brightness, peacefulness, calmness, and joyfulness. strength of the school. A positive school climate mostly entails a relaxed school environment where educators can share some sense of humour and offer each other some level of emotional support (Lim et al., 2020). A positive school climate benefits the school as the school's academic success hinges on it as a catalyst. A vigorous and vibrant school climate enables educators to jell and bond as a unit in the school.

5.3.7.5   School Growth in Terms of Enrolment

Profoundly, this present investigation established that teamwork profits school growth through the incremental increase in enrolment. When academic performance improves, such becomes the force of attraction to rope in more learners at a particular institution as the communal and parental perception assumes a positive poster and an upward trajectory towards the school. More parents want stability in terms of school academic performance as well as excellence in terms of the matric pass rate, as teamwork thrives and brings the academic performance of the school to a higher-level

majority of parents become attracted to send their children to such schools eventually causing an astronomical increase in the enrolment of the schools. The priority of parents is to look for academically sound secondary schools, teamwork reimburses schools in terms of stronger academic excellence this, consequently, becomes the bait to lure parents to enrol their wards in such schools causing school growth in terms of population.

5.3.7.6   *Better Community Development*

The study found that teamwork profits better community development. Effective and quality teams through quality matric pass rates have a direct bearing on the development of the community as learners exiting the school may progress to the tertiary levels and become better professionals in dissimilar fields of expertise. Such people may return to their communities to contribute to the local upliftment of such communities. Teamwork aids in the production of more responsible citizens for both the community and society at large. As schools influence communities through the churning out of the workforce, leaders, professionals and entrepreneurs, schools that work as a team bring quality human capital that becomes the intellectual property of the local community as a plough back of a sort to society. According to Hill and Taylor (2004), social human capital has become the bedrock of community upliftment and improvement besides the standard of living of the masses. Learners who leave performing schools return to their local communities to make contributions towards the provision of housing, healthcare, and education of their communities. Providing financial and economic support to their communities at large.

5.3.8.   Determine how Leadership Styles are Practised by the Principals in Efficient and Effective Teamwork

This objective is meant to determine how effective and efficient the principals' leadership styles are in teamwork in secondary schools in attaining educational goals to the core. Leadership is the competence to increase a group's appetite and desire towards the set vision or goals of an organization (Chaudhry & Javed, 2012). Moreover, Bella (2017) postulates and averts that the success or failure of the school as an organization in attaining its goals and objectives is contingent on the leadership orientation besides the leadership styles practised in the school. Empirical evidence proved that the subsequent findings as how principals practice effective and efficient

leadership styles in their respective secondary schools: evident in high matric pass rate; educational goals attained; improvement in school discipline and educators work together.

5.3.8.1   Evident in High Matric Pass Rate

This study found that as matric pass rates get increasingly high in rural secondary schools it is adequate proof that the leadership styles of the principals are effective and efficient in attaining the educational goals and organizational goals of the school. Consequently, such a feat is attributed to the astute, effective, and efficient leadership style of the principal. Accordingly, the evidence of operative and resourceful leadership styles is interpreted in the matric pass rate. Improvement in the passing rates of the matriculants is perceived as the yardstick to appraise and evaluate the success of the competence of the practice of effective leadership styles. The consequence of effective leadership style is the reward for better academic performance in the school. It is ostensibly, impracticable for a school to attain its educational and organizational objectives or goals without an effective or productive leadership style being practised by the principal (Chaudhry & Javed, 2012). Effective and efficient leadership is perceived in the way and manner the principal motivates the entirety of the school team to attain educational goals.

5.3.8.2   Educational Goals are Achieved

This present study revealed that as principals practice effective leadership and efficient management of the school, educational outcomes become the prime focus where all school resources are channelled. The fundamental goal of any establishment is the attainment of its prearranged goals through a gamut of operatives and dynamics (Bella, 2015). Irrespective of the kind of leadership style or management paradigm demonstrated by the principal, its effect is benchmarked vis-a-vis the attainment of the goals of the school. Democratic principles of leadership when applied are effective; the reason being that it bring along team members in the decision-making process of the school. Thus, a democratic leadership style is more effective in attaining the educational goals of the school. Educators offer their best to attain educational goals as the principal mediates democratic leadership style or dogma in administering the school.

5.3.8.3   Improvement in School Discipline

This study found that the school improves in terms of its discipline as effective and efficient leadership styles take centre stage in the school. Such improvement in discipline the study extracted was not only found in educators but also learners to a larger extent. According to Welsh and Little (2018), the past decade has witnessed global school disciplinary problems in countries across the globe which has left a vinegary taste in the mouth of educational leaders, administrators and managers which has necessitated the creation of competent disciplinary policies and programs to curb the incongruity. Effective and efficient leadership produces school discipline policies that would govern the effective running of the school. Effective leadership styles connect school improvement in discipline subsequently producing a suitable school climate or culture.

Keeping students safe in schools and maintaining a productive learning environment by removing disruptive students remain a primary objective; however, disproportionalities in school discipline raise fundamental questions about educational equity as well as management and leadership in districts and schools nationwide. Striking a balance between school safety and school discipline is a policy challenge with significant education and social equity implications; such warrants and demands an effective leadership style in mitigating the effects.

5.3.8.4   *Educators Work Together.*

Educators begin to share a much stronger bond when there is effective leadership and an efficient management style in the school. This study established that empirically, effective leadership averts fragmentation in teams as well as eliminating unnecessary conflicts and potential conflict roots. Effective leadership styles such as transformational and collaborative leadership according to this study lead to harmonious working relationships amongst educators. Educators become attracted and glued to the goal or vision of the leader due to the effective style of leadership. Effective leadership styles bring other educators to network with neighbouring schools. The cooperativeness of staff in a school often is attributed to the effective leadership style adopted by the principal.

5.4.   CONTRIBUTION TO THE BODY OF KNOWLEDGE

The import of this study was to explore how the leadership styles of rural secondary school principals have been effective in achieving educational goals in terms of quality

instruction and scholarship. Thus, I wanted to know how efficacious teamwork in educational leadership could consummate educational goals in quality teaching and learning as well as the leadership styles of rural secondary school principals, and the practice of such leadership styles in attaining the educational goals of their respective schools. This study found that certain aspects of the literature were confirmed by the findings whereas substantial portions of the findings were novel ground-breaking discoveries which slightly differ from what scholars have found.

5.4.1. Comparisons

The essence of this subtopic was to juxtapose the findings of this study with what other scholars have found and published on the efficacy of the effective teamwork model in education leadership in attaining educational goals in rural secondary schools in the province of KwaZulu-Natal.

5.4.1.1   A Group of People Working Towards a Common Goal.

The essence of these findings was setting the record straight on the meaning of teamwork. Empirically, the study established that teamwork means a group of people who function towards a common goal. This meaning was not new as other scholars had already shed light on it. According to Everard and Morris (1996), a team is a group of people with common objectives that may effectively deal with any task which has been set up to deal with it. Rajeev (2011) explains that "a team is a group of people with different skills that come together for either a short period or long term, to effectively work on assigned assignments, or perform daily operational tasks".

5.4.1.2   Sharing Ideas and Information

A meticulous analysis of the gathered data revealed that teamwork equally meant the sharing of vital information, as interconnected allocation of significant organizational information among a group of people in the consummation of educational goals. The essence of teamwork is when educators or team members share vital information for the attainment of educational goals (Amorim et al., 2019).

5.4.1.3   Fostering of Unity and Understanding among Teachers

Many schools have had the problem of conflicts among educators that have divided the unity and the sense of purpose of the school, derailing the school's objective.

Nonetheless, this study established that the importance of teamwork lies in the fact that it fosters a unified bond and greater understanding among educators and cohesion to the attainment of the goals of the school. Phalane (2016) affirms in her study that educators need to avoid unnecessary conflicts and become united in their profession to be able to pursue the attainment of the objectives that they set for themselves.

5.4.1.4   Educators or Staff Members Can Assist Each Other.

Of importance in teamwork is the element of assistance that staff members can offer one another as teamwork takes centre stage in the school. This investigation established that teamwork enables educators to offer all forms of assistance to each other oscillating from curriculum needs, learner management, school discipline, emotional collegial support, new educator induction journey, and learner management besides supervision. Steyn and van Niekerk (2012) affirmed that findings that of the importance of teamwork is the ability of staff members to provide support and assistance for each other.

5.4.1.5   Set Goals are Consummated

This current study found that it is important to build effective teams since teamwork enables goals to be attained in rural secondary schools. In the understanding of Bencsik (2009) the secret of modern organisations and modern secondary schools is no longer individualism, but effective organisational structures formed in the concepts of teamwork in attaining the goals of the organisation. Teams that are educated and informed about the goals, vision and mission of the school turn to channel all their efforts in ensuring that the goals are consummated. More successfully, this study found that it is more advantageous to function as a team in consummating the educational goals than working as individuals as tasks involve a group effort or concerted endeavour of team members (Farkas, 2003).

5.4.1.6   Mediator of Conflicts

This present investigation found that principals play critical roles in building effective teams and ensuring that teamwork thrives in their schools by mediating conflicts. Ryan (2014) affirms that conflicts form part of the daily functionality of any human institution, consequently, in the school ambience, it is incumbent on the school principal to act as

a unifying force in bringing the aggrieved parties together in the team with the best interest of the team and the school at heart. Meanwhile, this finding is accentuated by Mullins (1999) that as the principal mediates conflicts it offers the principal the opportunity to know the team members, comprehend their psychological underpinnings, thinking, strengths and weaknesses, as well as the opportunity to evaluate the capacities of the team members on an individual basis.

5.4.1.7   *Demonstration of Exemplary Leadership*

Principals are expected to demonstrate to their subordinates and team members exemplary leadership in the quest to attain educational goals of quality teaching and learning, becoming role models to everyone as the head arrow of the school. The study revealed that exemplary or classical leadership was demonstrated through the active participation of the principal in all school activities, decision making and strategy formulation. Adelle (2014) affirms that in the operationalisation of the school, the principal must demonstrate greater mettle, character, and enthusiasm to pull the others like attaining the educational goals of quality teaching and learning. Thus, the principal needs to show that in the face of difficulties and adversity, there are strategies that could be implemented to get the school moving.

5.4.1.8   *Fostering of Healthy Relationships*

Most importantly, the principal is supposed to foster a healthy relationship among educators in rural secondary schools as educator-educator relationships have not been the best. Principals may transcend the call of duty by ensuring team teaching across a phase, department, or subject all in bringing educators together. It is explained by Botha (2013), that the principal first and foremost needs to ensure that his or her team is built by focusing on the vision before considering the internal issues of the team though coherence of purpose is also a practically relevant precondition for the team success; though as a team leader the principal must unite parent, communities, educators, and learners around the same vision.

5.4.2.   Discrepancies

Although this investigation found facts that were totally in harmony to what other scholars have found in their studies; a larger portion of this study was different or

varied from what other scholars have found in their study or certain facets of findings were quite incompatible with literature or scholarly findings.

5.4.2.1   Educational Goals are Achieved

This study found that effective and efficient leadership styles such as democratic leadership style conventionally leads to the attainment of educational goals such as active involvement or participation in decision-making processes long term educational goals or medium-term educational goals get attained such as improvement in academic performance of learners. Effective leadership must assume educational change and direction in terms of improvement of certain aspects of the school structure first before attaining the educational goals such as improvement in academic performance (Avissar, Alkaher & Gan, 2017).

5.4.2.2   Autocratic and Dictatorship Leadership Style

This study established that rural secondary schools' principals apply autocratic and dictatorship leadership styles which are like military leadership styles in endeavouring to attain the educational goals of the school. Another study found that the best leadership style suitable for secondary school principals to attain educational goals ais, especially in teamwork is the democratic leadership style where team members develop a sense of ownership and offer their best (Delgado, 2014).

5.4.2.3   People-Centred Leadership Style

Rural secondary principals utilize a people-centred leadership style by being affinitive to the educators or team members which is what this study established. Meanwhile, a study by Goddey (2017) found that to be effective in attaining educational goals people-centred leadership style must be concurrently utilized with a task-oriented leadership style.

5.4.2.4   Laissez-Faire Leadership Style.

This study revealed that some principals prefer the laissez-faire leadership style since it allows and grooms team members who have the knack and penchant for leadership roles to bud and burgeon as they are delegated with leadership authority and powers. However, Bounds et al., (2013) found that the dearth of proper direction could be detrimental to some team members and more importantly, the school principal may

have to forfeit his or her confidence and respect as well as the general performance of the school being poor.

5.4.3. New Perception

Every investigation purposefully seeks to bring new understanding, knowledge, and awareness to the existing body of scholarship and literature. Consequently, besides the discrepancies and comparisons found in the study, the study reports new findings and knowledge.

5.4.3. 1   No Existence of Teamwork Policy.

This study found that when it comes to teamwork as a policy, there is none such as existing in the of rural secondary schools. The study found that teamwork only exists in the abstract and no drafted policy speaks to teamwork instead educators are to make sense of other analogous departmental policies. Educators in understanding teamwork policy are to resort to departmental policies such as SASA and the school code -conduct and apply it in their routine functions and operations.

5.4.3.2   Teamwork Exists in Practice and Inference.

Teamwork only exists in practice by inferences and in the minds of educators. The practice of teamwork is by insinuations and inferences from other departmental policies. Educators intuitively practice teamwork. Educators relied on bits and pieces of other policy documents through inferences for functionality. At the school level, there is no sense of urgency in terms of drafting a policy for teamwork.

5.4.3.3   Goal Setter

In this study, it was discovered that the main goals of the school are set by the principal who in turn brings other team members along with the goals though they may not be in total agreement with the set targets. The principal is placed in the position of fiduciary which makes him or her responsible for the term long-term or medium-term goals of the school. Such goals are set to be attained irrespective of the antagonism that may be raised. Where the school needs to be, wants to be and can be are all hallucinated in the mind of the principal; it is incumbent on him or her to make it plain and known to other team members. When goals are set the principal then accordingly assigns duties and roles or responsibilities to team members.

5.4.3.4 An Effective Communicator

This study also revealed that amongst the myriads of roles and functions of the principal, the most, critical one is the ability to effectively communicate to the team members and the educators the goals and visions of the school. Moreover, in cascading information from staff meetings. As the principal shows interest in communicating with the team members, they become motivated as real messages are communicated to them. In furtherance, this study found that the essence of the principal's communication prowess is not about just passing on information but also steering the direction of the school through the proper sharing of the vision he or she has for the school.

5.4.3.5 Monitors of School Attendance

The study found that departmental heads and deputy principals play a key role in team building and teamwork in rural secondary schools by taking records of school attendance, absenteeism as well as late coming. Such a function ensures that the school continuously continues to operate. Equally, educators in various departments also likewise receive monitoring from the deputy principals and departmental heads.

5.4.3.6 Innovators and Generators of New Ideas and Strategies

Most immensely and profoundly, the study equally found that educators play a critical role in teamwork and teambuilding through the offering, voicing of their concerns as well as strategies in creating an effective team. As innovative work behaviours begin to emerge, educators, become the source of innovation and creativity concerning respect strategies that are required to build an effective team in attaining the educational goals of the school.

5.4.3.7 Reduction in Ill-discipline of Learners

The study revealed that as teamwork thrives, it raises the discipline levels of learners in the school. Ill-discipline levels in contrast decline. Higher levels of discipline make learners contribute to their learning processes as they become educated in taking responsibility in school. This leads to greater success in the passing rate of the learners as learning success is equally invariably connected to greater levels of discipline.

5.5. RECOMMENDATION FOR POLICY AND PRACTICE

5.5.1 Understanding of Teamwork

This study reports that teamwork is understood as a group of people working towards a common goal, objective, and mission, working in cooperation, and sharing ideas and information. Though all the findings were in line with the literature, it is hereby recommended that the Department of Basic Education and secondary schools, in general, make it a priority to put conceptual notes in motion to educate principals, and educators on the meaning and conceptualisation of teamwork and what it entails. A detailed explanation of the concept will assist educators, especially in eliminating any ambiguities that may emanate from their understanding. I recommend that at school levels principals make it a point to educate their team members on the meaning of teamwork and drill theme on the depth of the concept. Since leadership is about empowerment, every opportunity must be seized to empower educators on the concept of teamwork.

5.5.2. Existence of Teamwork Policy

This investigation established that teamwork policy does not exist in rural secondary schools; no policy or document is drafted that specifically or superficially speaks of teamwork in rural secondary schools. Instead, teamwork features as fragments, segments, and minute portions in analogous departmental policies. In addition, this study reports that teamwork is furnished as a stand-alone policy but slightly insinuated in the SASA as well as other documents where inferences are made. I as a result recommend that a teamwork policy be drafted and make a stand-alone policy document that will detail the merits, the benefits, and the importance of the team so that secondary schools or all schools would adhere to its usage. An organisation without policy is an organisation without control (Sami, 2018). It is understood that many people do not comprehend the essence of policy existence such as teamwork policy and for that matter do not care about its drafting, promulgation, and implementation.

5.5.3. Mediator of Conflicts

This study found that one critical role the principal plays in team building is acting as the mediator of conflict resolution in the school. Teamwork and team building thrive

in an environment where there is minimal conflict and misunderstandings. It is recommended that principals, as well as deputy principals or departmental heads, be trained in effective conflict resolution strategies so that they can implement them in their schools. Naidoo and Petersen (2015) contend that conflict arises out of behaviours or disagreements among parties; it might relate to behaviours intended to obstruct the attainment of other people's aims and objectives. This investigation established that the principal's role is not only administration, management, or supervision but on a daily routine concern resolving conflicts in their schools.

5.5.4. Effective Communication of Goals

This study established that for educational goals and visions or mission objectives to be attained, they need to be thoroughly communicated to the team members. I consequently endorse that; principals be effective and clear enough in the expression of their team goals or aims. Effective communication serves as an important requisite for efficient and productive schooling and functionality; school growth and improvement accordingly are also incumbent on the effectiveness of communication from the leadership of the school (Fielding & Fielding, 2012). Since educators form the core fibre of the force workforce in the school structure, principals are admonished to be clear in their communication with them in terms of setting their targets for either the short term or the medium term.

5.5.5. The Use of Hybrid Leadership Styles

This study established that most principals prefer the use of democratic leadership styles. Therefore, this study recommends that principals should apply it more in their schools in tandem with other leadership styles such as, transformational, people-oriented, and task-oriented leadership styles as a mixture so that there shall be trade-offs to the merits and demerits of the leadership styles. Hybrid, leadership style should be applied in practice since every leadership style is a perfect fit for a unique circumstance. For principals not to become monotonous in offering dynamic leadership in their schools, principals are recommended to be very much conversant with all the evolving leadership styles and apply them together based on the circumstances, and the nature of the team members with which they are dealing.

5.5.6. Lead by Innovation

This investigation revealed that post-level one educators, departmental heads, and deputy principals form the core of the team and possess the skills, knowledge, and experience to make positive contributions to the success of the team in terms of the attainment of the educational goals of the school. I, therefore, recommend that principals make a conscious effort to bring onboard during the decision-making process to involve the team members who are imbued with innovative ideas and strategies. In other words, principals should endeavour to avert autocratic and dictatorship leadership styles and apply their usage at a minimal level. Consequently, principals are admonished to lean towards transformational leadership which advocates trusting subordinates, developing an all-inclusive approach, and inspiring innovation and creativity (van Deventer et al., 2016).

5.6. RECOMMENDATIONS FOR FURTHER STUDY

This study has been about the practical experiences of school leadership on the implementation of teamwork policy in advancing quality teaching and learning in rural secondary schools. It further aimed to explore how the most suitable leadership style of the principal in a rural secondary school can be used in team building and teamwork in achieving educational goals in KwaZulu-Natal.

There have been poignant findings nonetheless, gaps remain that warrant further research into those fields. I, consequently, recommend that further studies should be conducted into the communication style of the principal in building effective teams; moreover, it is needful to also probe further investigation into teamwork and team characteristics required in the twenty-first century, as well as teamwork policy development for secondary schools. In addition, a further investigation should be done into the leadership challenges experienced by the rural secondary school principals building effective teams to attain the educational goals.

5.7. LIMITATION AND DELIMITATION OF THE STUDY

This study was based on findings that were established on the experiences of principals and educators, deputy principals and departmental heads. The study drew a sample from eight rural secondary schools in the KwaZulu-Natal province. The painstaking choice was used in selecting the samples that would provide the requisite

response to answer the research questions and fulfil the objectives of the study. The researcher used semi-structured interviews to capture the voices of participants to ensure that, they were representative of the opinions of the participants on the efficacy of an effective teamwork model in educational leadership. In furtherance, observation was used to strengthen the semi-structured interviews and the opinions of the participants. The responses obtained were from the eight selected secondary schools.

 The study was conducted in the Province of Kwazulu-Natal, one of the nine provinces in South Africa. The study was a phenomenological case study which permitted no generalization to be made in the findings to be connected to a larger population. The findings were based on the responses of the participants since qualitative methodology was applied in this investigation. The turnout for all the interviews was one hundred per cent except in one research site where one participant did not show up but atoned for it the subsequent day. In the observations, two sites could not convene the SMT meeting for me to observe their meetings. This buttresses the fact that teamwork is not easy in some schools as the principal stated that many educators were not cooperative enough for the meeting to be conducted. The study only involved, principals, deputy principals, departmental heads, and post-level one educators. I did not involve learners or parents in this study. It is worthy of recognition that any usage of the findings should be juxtaposed in the context of the study as well as other similar findings from likewise studies.

5.8.   MY REFLECTIONS ON THE ENTIRE STUDY PROCESS

This study commenced with huge enthusiasm as I had a rigorous interest in the research topic "The efficacy of effective teamwork model in education leadership: a case of rural secondary schools in KwaZulu Natal Province". My comprehension of the topic was minimal as my experience of teamwork and leadership style was based on my perspectives and experience of teaching in a rural secondary school for over a decade. As the study progressed, I gained much more understanding in-depth concerning what teamwork entails. Throughout the study, I have obtained a different understanding of teamwork policy and its existence in rural schools. The study also aided me to understand better the skill of interviews as participants demonstrated snobbish behaviour towards me. More especially my communication skills have

improved as perspectives about how schools operate under dissimilar leaderships and management.

More especially, I learnt to manage my time properly as research sites were busy places and I had to keep timing in terms of punctuality and timing. Since I had no personal transport at the time data collection phase of the research, I have learnt how to improvise in difficult circumstances. I managed to mitigate the effect of the transport challenge to navigate that stage of the study.

My planning skills also have improved as at the outset of the study, I planned the study by dividing it into five different chapters with periods and deadlines which enabled me to experience minimal difficulties and challenges throughout the study. Though there were numerous challenges, I relied on the experience I had gained during my Masters study to muster courage in dealing with those challenges.

The findings of the study surprised my expectations and the underlying aims and objectives. The findings, conclusions and interpretations will go a long way in helping me do my work better as a departmental head in my school as well any future leadership, management, and administrative position.

5.9. SUMMARY

The study has revealed that principals' leadership styles are effective and efficient in building effective teams and ensuring that teamwork thrives in their various schools. Thus, the study delineation is provided as follows:

Chapter one of the study encapsulates the introduction to the study, the background to the study, rationale to the study, statement of the problem, purpose statement, aims, and objectives, significance of the study, theoretical framework, philosophical overview and assumptions, research methodology, limitations and delimitation, unit of analysis and definition of key concepts.

Chapter two consisted introduction and background, the importance of teamwork, the characteristics of an effective team, the roles of principals in teamwork, the roles of educators in teamwork, the benefits of teamwork in achieving educational goals, the leadership styles of principals and the conclusion.

Chapter three also comprised an introduction, conception of paradigm, research approach, research design, research methods, data collection strategies, storage of data, qualitative data content analysis, methodological rigour: trustworthiness, the role of researcher reflexivity, ethical considerations, and conclusion.

In chapter four I analysed the data collected and juxtaposed the findings to literature and scholarship and interpreted bedsides discussing the findings.

Chapter Five presented the conclusions reached and the recommendations made based on the findings of the study.

5.10. CONCLUSION

This research sought to explore how rural secondary school principals have been leading and managing to achieve educational goals in terms of quality instruction and scholarship. Thus, I wanted to know how efficacious teamwork in educational leadership could consummate educational goals in quality teaching and learning. This study found that critically, the effective varying usage of leadership styles resulted in academic improvement in rural secondary schools such as a high matric pass rate, achieving the educational goals of the school, leading to improvement in school discipline and more importantly, educators working together or harmoniously.

Moreover, the study revealed that there was no teamwork policy in rural secondary schools as educators and principals resort to the usage of similar or analogous department policy documents to make inferences and insinuations on the concept of teamwork which often are fragmented and superficial. This has hampered the understanding of teamwork in schools.

This confirmed that principals often resort to the usage of the subsequent leadership styles in building teams besides ensuring that teamwork thrives in their schools: democratic, autocracy and dictatorship, collaborative, laissez-faire, instructional, transformational, transactional and people centred. Moreover, the most preferred leadership styles were democratic and transformational and usually collaborative.

Of significance affirmation is what this research found as the benefits of teamwork in rural secondary schools, such as improvement in learners' academic performance and matric results, reduction in ill-discipline of learners, spirit of harmony among educators,

positive school climate, school growth in terms of enrolment and better community development.

Concisely, this study has achieved its aim, and research objectives as well as answering the main research question and the problem statement.

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APPENDICES

Appendix A: Proof of Registration

Appendix B: RESEARCH ETHICS CLEARANCE CERTIFICATE

Appendix C: REQUEST FOR PERMISSION TO CONDUCT RESEARCH (PROVINCIAL)

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT ILLEMBE DISTRICT
Title of the research: THE EFFICACY OF EFFECTIVE TEAMWORK MODEL IN EDUCATION LEADERSHIP: A CASE OF RURAL SECONDARY SCHOOLS IN KWAZULU-NATAL PROVINCE.

STUDENT No: 50801163

Contact No: 0793706875
Email: machomike20@yahoo.com
 40 MALTON ROAD, SEAVIEW Durban 4094
3RD NOVEMBER 2022

Phindile Duma

KwaZulu–Natal Department of Education
Private bag x 9137 Pietermaritzburg 3200
Tel: 033 392 1063
Email: Phindile.Duma@kzndoe.gov.za
Dear Miss Phindile Duma,

I Michael Yaw Owusu am doing research under the supervision of Professor Nyoni J (contact number: 0846886226 and email: nyoni@unisa.ac.za) a Senior lecturer in the Department of Educational Management and Leadership towards a Doctor of Education at the University of South Africa. We are inviting you to participate in a study entitled The Efficacy of Effective Teamwork Model in Education Leadership: A Case of Rural Secondary Schools in KwaZulu-Natal Province.

The study aims to explore how the most suitable leadership style of the principal in a rural secondary school can be used in team building and teamwork in achieving educational goals in KwaZulu-Natal.

Your department has been selected because it is suitable and has schools as research sites that can help to extract the required data needed to answer the research questions and aim.

The study will entail the selection of eight schools from the Ilembe District of the KwaZulu-Natal Province specifically the Ndwedwe Circuit Management Centre. Out of the eight schools, three participants shall be selected. In each school, one Principal or deputy principal, 1 departmental head and 1 teacher shall be selected for an interview. The interview shall be semi-structured in nature.

The benefits of this study are that it will serve as a revelation to both principals and educators alike on the essence of teamwork and team building. More especially, the study can aid young and inexperienced principals who assume leadership positions with autocratic mindsets and leadership styles that only lead to unending conflicts and untold difficulties in school management and leadership. The study can also demonstrate the importance of stakeholder involvement in efficient school leadership and management. The study can help chart a new paradigm shift from school leadership styles that have existed alone to more integrated styles that are premised on team building and teamwork in achieving educational goals.

There are no potential risks involved in this study to any of the participants.

There will be no reimbursement or any incentives for participation in the research.

Feedback procedures will entail giving the participants through electronic mail the summary of the research report and findings.

Yours sincerely

Michael Yaw Owusu
Researcher

APPENDIX D (DISTRICT OFFICE REQUEST)

REQUEST FOR PERMISSION TO CONDUCT RESEARCH AT ILEMBE DISTRICT

Title of the research: THE EFFICACY OF EFFECTIVE TEAMWORK MODEL IN EDUCATION LEADERSHIP: A CASE OF RURAL SECONDARY SCHOOLS IN KWAZULU-NATAL PROVINCE.

STUDENT No: 50801163

Contact No: 0793706875

Email: machomike20@yahoo.com

40 MALTON ROAD, SEAVIEW Durban 4094

3RD NOVEMBER 2022

M.W Mzoneli

KwaZulu–Natal Department of Education

Ilembe District Manager

77 Stanger Street, Durban 4000

Tel: 031 327 0509 Cell: 083 507 2813

Email: Nkosana.Mzoneli.gov.za

Dear Mr. M.W. Mzoneli,

I Michael Yaw Owusu am doing research under the supervision of Professor Nyoni J (of contact number: 0846886226 and email: nyoni@unisa.ac.za a Senior lecturer in the Department of Educational Management and Leadership towards a Doctor of Education at the University of South Africa. We are inviting you to participate in a study entitled The Efficacy of Effective Teamwork Model in Education Leadership: a Case of Rural Secondary Schools in KwaZulu-Natal Province.

The study aims to explore how the most suitable leadership style of the principal in a rural secondary school can be used in team building and teamwork in achieving educational goals in KwaZulu-Natal.

Your department has been selected because it is suitable and has schools as research sites that can help to extract the required data needed to answer the research questions and aim.

The study will entail the selection of eight schools from the Ilembe District of the KwaZulu-Natal Province specifically the Ndwedwe Circuit Management Centre. Out of

the eight schools, three participants shall be selected. In each school, one Principal or deputy principal, 1 departmental head and 1 teacher shall be selected for an interview. The interview shall be semi-structured in nature.

The benefits of this study are that it will serve as a revelation to both principals and educators alike on the essence of teamwork and team building. More especially, the study can aid young and inexperienced principals who assume leadership positions with autocratic mindsets and leadership styles that only lead to unending conflicts and untold difficulties in school management and leadership. The study can also demonstrate the importance of stakeholder involvement in efficient school leadership and management. The study can help chart a new paradigm shift from school leadership styles that have existed alone to more integrated styles that are premised on team building and teamwork in achieving educational goals.

There are no potential risks involved in this study to any of the participants.

There will be no reimbursement or any incentives for participation in the research.

Feedback procedures will entail giving the participants through electronic mail the summary of the research report and findings.

Yours sincerely

Michael Yaw Owusu

APPENDIX E: CONSENT /ASSENT TO PARTICIPATE IN THE STUDY (Return Slip)

I.., confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits, and anticipated inconvenience of participation.

I have read and understood the study as explained in the information sheet.

I have had sufficient opportunity to ask questions and am prepared to participate in the study.

I understand that my participation is voluntary and that I am free to withdraw at any time without penalty.

I am aware that the findings of this study will be processed into a research report, journal publications and /or conference proceedings, but that my participation will be kept confidential unless otherwise specified.

I agree to the recording of the audio tape of the semi-structured interview and observation.

I have received a signed copy of the informed consent agreement.

-----------------------   ------------------------------   ------------------------

Name and Surname of Participant Signature   Date

--------------------------   ----------------------------   --------------------------

Name and Surname of Researcher   Signature   Date

APPENDIX F: INTERVIEW SCHEDULE FOR PARTICIPANTS

SEMI-STRUCTURED INTERVIEW SCHEDULE FOR PRINCIPALS

1. What is your understanding of teamwork?
2. What is your opinion on the importance of teamwork in your school?
3. What is your view on the existence of a teamwork policy in your school?
4. What are your roles as a principal in building an effective team and ensuring teamwork thrives in your school?
5. In your opinion, what roles do you expect your educators to play in working as a team?
6. In your estimation what are some of the characteristics of an effective team?
7. Can you explain some of the benefits that your school may accrue if they work as a team to attain the educational goals of the school?
8. How do you communicate your goals to your team
9. In your opinion, how is your leadership style in managing and leading your team?
10. How effective and efficient is your leadership style in achieving the educational goals of the school?

APPENDIX G: INTERVIEW SCHEDULE FOR PARTICIPANTS

SEMI-STRUCTURED INTERVIEW SCHEDULE FOR DEPUTY PRINCIPALS AND DEPARTMENTAL HEADS

1. What is your understanding of teamwork?
2. What is your opinion on the importance of teamwork in your school?
3. What is your view on the existence of a teamwork policy in your school?
4. What are your roles as a Deputy Principal or Departmental head in building an effective team and ensuring teamwork thrives in your school?
5. In your opinion, what roles do you expect your educators to play in working as a team?
6. What role do you expect, your principal to play in working as a team?
7. In your estimation what are some of the characteristics of an effective team?
8. Can you explain some of the benefits that your school may accrue if they work as a team to attain the educational goals of the school?
9. How do you communicate your goals to your team
10. In your opinion, what is the leadership style of your principal in managing and leading your team?
11. How effective and efficient is the leadership style of your principal in achieving the educational goals of the school?

APPENDIX I: INTERVIEW SCHEDULE FOR PARTICIPANTS

SEMI-STRUCTURED INTERVIEW SCHEDULE FOR POST-LEVEL ONE EDUCATORS

1. What is your understanding of teamwork?
2. What is your opinion on the importance of teamwork in your school?
3. What is your view on the existence of a teamwork policy in your school?
4. What are your roles, as a Post level-one educator in building an effective team and ensuring teamwork thrives in your school?
5. In your opinion, what roles do you expect your educators to play in working as a team?
6. What role do you expect, your principal to play in working as a team?
7. In your estimation what are some of the characteristics of an effective team?
8. Can you explain some of the benefits that your school may accrue if they work as a team to attain the educational goals of the school?
9. How do you communicate your goals to your team
10. In your opinion, what is the leadership style of your principal in managing and leading your team?
11. How effective and efficient is the leadership style of your principal in achieving the educational goals of the school?

APPENDIX J: OBSERVATION GUIDE OR PROTOCOL

DATE AND TIME	SITUATION TO OBSERVE	PARTICIPANTS TO BE OBSERVED	ACTIONS TO BE OBSERVED	REFLECTION OR REFLECTIVE NOTES
	STAFF MEETING	1. PRINCIPALS 2. DEPUTY PRINCIPALS OR DEPARTMENTAL HEADS 3. POST-LEVEL ONE EDUCATORS	1.COMMUNICATION 2. LEADERSHIP STYLE OF PRINCIPALS DURING MEETING 3. TEAMWORK AND UNITY OR COORDINATION AMONG STAFF	

APPENDIX I: PARTICIPANT INFORMATION SHEET

Title: THE EFFICACY OF EFFECTIVE TEAMWORK MODEL IN EDUCATION LEADERSHIP: A CASE OF RURAL SECONDARY SCHOOLS IN KWAZULU-NATAL PROVINCE.

DEAR PROSPECTIVE PARTICIPANT

My name is Michael Yaw Owusu and am doing research under the supervision of Prof. Jabulani Nyoni, a professor in the Department of Educational Leadership and Management towards a Doctor of Education at the University of South Africa. We are inviting you to participate in a study entitled **The Efficacy of Effective Teamwork Model in Education Leadership: A Case of Rural Secondary Schools in KwaZulu-Natal Province**

This study is expected to collect information that could help explore how the leadership styles of rural secondary school principals have been effective in achieving educational goals in terms of quality teaching and learning and to know how efficacious teamwork in educational leadership can consummate educational goals in quality teaching and learning.

You are invited because of your accessibility and valuable experience to give relevant information concerning the research topic; you also possess the necessary suitability that is required to elicit the required information to fulfil the research aim and objectives.

I obtained your contact details from the Ndwedwe Circuit Management Centre (CMC). There are approximately 24 participants from eight different schools that are participating in this study.

The study involves an audio tape semi-structured interview. You will be asked to respond to semi-structured open-ended questions on the above title. The intended interview will last approximately 45 minutes.

Participation in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving any reason. There are no known or anticipated risks or financial rewards to you as a participant in this study.

You have the right to insist that your name will not be recorded anywhere and no one, apart from the researcher will know about your involvement in this research (confidentiality). Or your name will not be recorded anywhere, and no one will be able to connect you to the answers you give (anonymity). Your answers will be given a code number or a pseudonym and will be referred to in this way in the data, any publications, or other research reporting methods such

as conference proceedings. However, your anonymous data may be used for other purposes, such as a research report, journal articles and or/ conference proceedings. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard for future research or academic purposes; electronic information will be stored on a password-protected computer. Hard copies will be shredded and or electronic copies will be permanently deleted from the hard drive of the computer with a relevant software program.

This study has received written approval from the Research Ethics Committee of UNISA. A copy of the approval letter can be obtained from the researcher if you so wish.

If you would like to be informed of the final research findings, please contact Michael Yaw Owusu at 079370675 or machomike20@yahoo.com. The findings are available from November to December 2023. Should you require any further information or want to contact the researcher about any aspect of this study, please contact 079370675 or machomike20@yahoo.com.

Should you have concerns about how the research has been conducted, you may contact **0846886226 and email: nyoni@unisa.ac.za**

Thank you for taking the time to read this information sheet and for participating in this study.

Thank you.

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(Insert signature):   (Michael Yaw Owusu)

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