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How to cite this thesis
MANAGEMENT OF EFFECTIVE TEAMS
OF TEACHERS IN SECONDARY SCHOOLS
BY
CECIL SEPURU
MINI-DISSertation
SUBMITTED IN PARTIAL FULFILMENT FOR
THE DEGREE OF
MAGISTER EDUCATIONIS
IN
EDUCATIONAL MANAGEMENT
IN THE FACULTY OF EDUCATION OF THE
RAND AFRIKAANS UNIVERSITY
PROMOTER: PROF K.P. DZIVIMBO
1996
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DECLARATION

I declare that:

MANAGEMENT OF EFFECTIVE TEAMS OF TEACHERS IN SECONDARY SCHOOLS

is my own work, and all sources used and cited have been indicated and acknowledged by means of a complete reference. I further declare that this study was not previously submitted by me for a degree at any other university.

CECIL SEPURU
ACKNOWLEDGEMENTS

My sincere and profound thanks goes to the following:

1. The Almighty God who gave me the strength and courage, and most important of all, life to complete this study.

2. Professor K.P. Dzvimbo, my promoter, who patiently guided me through this study. Once more thank you ever so much.

3. Dr. B. Grobler, who laid the essential foundation for me to pursue this study.

4. My wife Noriah, who was always there with vital help when I needed it. "Tshwara jalo Mokoena".

5. My mother, Winnie, brothers and sisters, who all believed in me. "Tshwarang jwalo Matabele".

6. Finally, my colleague Phillip Mokgojoa, whose comments helped me considerably.
SUMMARY

The ushering in of a new education system in South Africa comes with its own challenges to educational authorities. The role that school principals should play will still be significant as they are an important link between the school and outside authorities. Despite this important part they play, principals should always involve their staff, students, and parents in educational matters.

Drawing in various stakeholders in the school will ensure that there is widespread responsibility. The platform suitable for stakeholders' participation appears to be the creation of teams. Teams have been identified as a suitable forum for the application of Total Quality Management in schools. This approach, of looking at the interests of students first, should be coupled with ensuring that societal values, norms, mores, and ethics are taken care of in schools.

The essential function of a school leader is to present to students and teachers their own personal vision of where the school and society should be going. Participation in school matters by teachers, students and parents alike necessitates that mutual respect be prevalent in such an environment.

The collaboration of teachers, students and parents will foster teams which will provide greater power, both with regard to ideas and the ability to act on them.

This study has highlighted the following:

1. The team is the major, and sometimes, the only source of emotional support for colleagues in schools.

2. Effective teams co-ordinate the interaction of members of staff so that they are able to deal with information from many different directions and sources.
3. Teams generate greater ideas and considerable benefit is derived when all members stimulate each other's professional growth.

The establishment and building of teams should also encourage professional development of the teachers, which is also a vital element in teaching and learning. Delegation of essential management decisions to teams should be a common practice by the principal. This will ensure that interested parties in school matters will be kept informed of new developments. It will also draw in the participation of stakeholders, which create a pooling of ideas.

Changing realities in the South African education system should not catch education authorities, principals, teachers, students and parents unawares. They need to keep abreast of developments through an imperative communication network. Teachers, students and parents should be empowered so that they not only play a vital role in education but a meaningful one as well.
OPSOMMING

Die inlui van 'n nuwe onderwysstelsel in Suid Afrika gaan gepaard met sy eie uitdaginge aan die onderwyssowerehde. Skoolhoofde se rol sal steeds betekenisvol wees, aangesien hulle 'n belangrokle skakel tussen die skole en owerhede buite die skool vorm. Nieteenstaande die belangrike rol wat hulle speel, behoort skoolhoofde altyd hul personeel, studente en die ouers by onderwyssake te betrek.

Deur die verskillende rolspelers by skoolsake te betrek, kan verseker word dat verantwoordelikheid oor 'n wye front aanvaar word. Die skop van spanne is skynbaar die geskikste platform vir deelname deur rolspelers. Spanne is geïdentifiseer as geskikte forum vir die toepassing van algehele Kwaliteitbestuur in skole. Tesame met hierdie benadering, waarvolgens daar eers op die belange van die studente gekonsentreer word, behoort verseker te word dat die samelewing se waardes, norme, sedes en etiek in skole eerbiedig word.

Die essensiele funksie van skoolleiers is om aan studente en onderwysers hul eie persoonlike visie van waarheen die skool en die samelewing op pad behoort te wees, voor te hou. Onderwysers, studente en ouers se deelname aan skoolsake maak dit noodsaaklik dat wederydse respek in so 'n omgewing sal heers.

Die samewerking van onderwysers, studente en ouers sal spanne bou wat ander mag sal meebring sowel wat idees betref as die vermoe om daarop te reageer.

Die volgende is in hierdie studie uitgelyk:

1. Die span is die vernaamste en soms enigste bron van emosionele steun vir collegas in skole.

2. Effektiewe spanne koordineer die interaksie tussen personeelledie sodat hulle inligting uit baie verskillende rigtings en bronne kan hanteer.
3. Spanne genereer groter idees en veel voordeel word behaal wanneer alle lede mekaar se professionele groei stimuleer.

Die samestelling en opbou van spanne behoort ook professionele ontwikkeling van onderwysers, as lewensbelangrike element in onderrig en leer, aan te moedig. Die delegering van essensiele bestuursbesluite aan spanne behoort algemene praktyk by die skoolhoof te wees. Dit sal verseker dat partye wat belang het by skoolsake, op hoogte van nuwe ontwikkelings bly. Dit sal ook die deelname van rolspelers aanmoedig, wat sal meebring dat idees wedersyds gedeel word.

Veranderende realiteite in die Suid Afrikaanse onderwysstelsel mag nie die onderwysowerhede, skoolhoofde, onderwysers, studente en ouers onverhoeds betrap nie. Hulle moet, deur middel van onontbeerlike kommunikasienetwerke, op hoogte van ontwikkelings bly. Onderwysers, studente en ouers moet bemagtig word, sodat die rol wat hulle in die onderwys speel, nie net belangrik is nie, maar ook sinvol.
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CHAPTER ONE

INTRODUCTORY ORIENTATION

1.1 INTRODUCTION

Education in South Africa today is being offered in a time of great transition. School managers are faced with situations in which effective and efficient school management requires new and improved skills, knowledge and attitudes to cope with a wide range of demands and challenges (Squelch and Lemmer, 1994:1).

Problems of yesterday, namely, stayaways, class boycotts, chalkdown, go slow, intimidation and defiance campaigns, should not be allowed to emerge again.

The task of running the school should not be the sole responsibility of the principal as it has been and still is today. To achieve excellence in schools there needs to be a collective effort of the principal, teachers, students and parents. The principals need to be instrumental in motivating their staff and other parties to play a vital role in school matters.

Principals should assume the role of leadership so that they can direct all efforts and commitments towards achieving the aim set by their schools. Good leaders establish processes or strategies that align the needs and values of individuals and groups with the mission and goals of the organisation. Instead of directing and dictating, however, good leaders allow participants to contribute to decision making (Orenstein, 1993:29).

Inability to empower the staff and students in important decision processes is likely to give rise to a situation where these decisions are seen to be the principal’s and not that of the entire interested parties. This will further give rise to an instance where teachers dissociate themselves from the school activities and thus negatively affect the school climate. The staff’s morale may be dampened, subsequently they may strive to remove him from his position.
Meadows (1990: 548) aptly sums up the benefits of shared decision making when he argues that the principal will have access to many ideas; teachers will feel more accountable when they have helped make the decisions; and students have a freer and richer learning environment.

In the light of the above scenario the need for change in schools becomes vital. For schools to be effective, both in terms of managing change and enhancing the quality of interpersonal relationships, need leadership (Murgatroyd and Gray, 1984; as quoted by Riches and Morgan, 1989: 99). The principal should provide that leadership role which will foster participation of his staff and students in school affairs.

Principals should spearhead changes in their schools. The introduction of these changes should be planned and people affected by them should be informed before any implementation. Orenstein (1993: 30) argues that in leading a school towards change, leaders must remember that they must be able to change too, to modify their philosophies, goals and methods in order to accommodate the views and needs of others.

Sallis (1993: 37) further argues that this culture of change should not only be about changing the staff, but should be focused on the way institutions are being managed and led. It should also focus on the culture of teaching and learning in the school.

To offer quality education schools must focus their efforts on the needs of the people who benefit out of their services. Clearly, schools do not exist as ends in themselves, but for the benefit of those whom they serve (Harris and Bagget, 1992; as cited by Poston, 1994: 36).

The relationship amongst the principal and his staff and pupils should be an open one and that which encourages free communication. Communication should not only be from the education authorities and principals to the staff and pupils but should freely allow feedback and suggestions by the staff and the students to the principals and education authorities.
Teachers should also relate to each other as colleagues and not competitors. The relationship formed should be guided by the understanding that the ultimate realisation of the aim of the school is not based on an individual teacher but on the collective effort of the entire staff.

Collective effort and participation paves the way for the establishment of teams. It must be borne in mind that people cannot be expected to be equally gifted in all facets of their work. Teamwork and the distribution of leadership and management responsibilities can ensure that the teachers in a particular school complement each other's talents and special interests (Goss, 1993: 2).

Teams strengthen collaborative planning and encourage working harmoniously. The success or failure of the school will be a joint responsibility of the principal, staff, students and parents, but accountability will lie with the principal as the leader of the school. Nevertheless, the principal should facilitate shared decision-making in this school.

Shared decision making means, according to Meadows (1990: 546), giving a teacher a greater voice in decisions that affect the school as a way of making teaching a more attractive profession. If the decision proves unsuccessful, the leader will be held accountable, the leader, not the team, must accept the blame for the failure.

Formation of teams will not mean that there is no longer any need for managers or leaders of organisations. In fact, as Manz and Sims (1993: viii) succinctly put it, "leadership is a primary ingredient for making teams work. It is the leader not bosses, that enable teams to manage themselves to achieve productivity and quality required today".

The leader's significance is not defined by positional authority. His influence is proportionate to the ability to communicate the meaningfulness and appropriateness of decisions and actions. The influential leader listens, thinks, and communicates by example (Thurston, Cliff and Schacht, 1993: 263).
Principals should not be too enthusiastic about formulation of teams lest they demotivate their staff in the process. They should create "freedom to fail atmosphere" (Seyfarth, 1991: 17) that encourages teachers to experiment without the fear of being penalised when ideas do not materialise.

Teams should provide the staff with a forum where there is an interchange of information and the strengthening of relationships and the improvement of the school climate. Education might then be better offered by this formation of a nucleus of committed people in each school, people prepared to take risks inside and outside their own classroom (Maeroff, 1993: 512).

1.2 FORMULATION OF THE PROBLEM

From the previous years black schools have been beset by problems that have negatively affected the morale of principals, teachers, students and parents. Maseko (1994: 13) maintains that one of the serious problems facing South African Education is the high level of demoralisation among the teachers and students, and consequently, the collapse of the culture of teaching and learning. In other words, he argues further, schools are no longer seen as centres for social upliftment, skills sharing and knowledge acquisition.

As a result relationships between stakeholders in education have been at their lowest. These relationships are characterised by distrust between principals and teachers; apprehension between parents and the school, hence the widespread transporting of black children to white schools; and uncertainty between the school and the outside world.

The above newspaper captions highlight the fact that respect, honesty, trust and commitment are non-existent in schools. Rutter (1979) quoted by McGuiness (1993 : 70) cites evidence from research that teachers are role models in schools and students will emulate them. Teachers who are considerate and respectful will draw such behaviour from students. The violent, aggressive and bitter teacher will be used as a role model by students too.

Principals rarely involve their staff in essential decision making. There is fighting amongst the staff members, disrespect for authority by school children while parents play a dormant role in school affairs. Professionalism has been replaced by militancy. There is conflict where there should be understanding and confrontation rather than co-operation. "Teachers, too, have played a role in demeaning the status of the teaching profession" (The Sowetan 27 June 1994 : p.31). They have ceased to be role models. They do as they please and show no respect for authority and in the process have lost the credibility and respect of the society.

Inability to solve these problems will result in the culture of teaching and learning sliding further into anarchy. The teaching morale will be low and professionalism will be hard to cultivate. The qualified and committed teachers, out of frustration and stress, will resign from the profession and seek employment in industry. In a survey conducted by Roche Products Berocca Stress Barometer on teachers in high and primary schools it was found that, amongst other factors, internal politics, worry and uncertainty associated with a multicultural environment were the reasons why teachers were quitting the profession for more "lucrative opportunities" in the private sector (Raboroko, 1995 : 2).

Mataboge (1993 : 4) sums up the role of teams thus, "Principals can use teams to foster teacher initiatives. Each team can be encouraged to develop its own means of operation within the policies of the school. This frequently creates a healthy competition among teams and dissemination of good ideas".
The function of teams in this regard will be to foster open communication, develop appropriate working methods; ensuring that there is a sense of purpose and vision; and the development of appropriate leadership (Murgatroyd and Morgan, 1993: 143-144). Lewis and Smith (1994: 199-200) add that the most important reason for bringing teachers together to work as a team is to enhance productivity - the ability to accomplish goals that an individual could not accomplish alone.

Various literature on teams emphasises the fact that appropriate leadership is an important requirement for effective teams in schools. Murgatroyd and Morgan (1993: 91) are some of the authors who advocate the establishment of teams as a solution to problems in schools. They provide a modus operandi of teams but do not highlight the role of external facilitators in the development of effective teams in secondary schools.

1.3 THE AIM OF THE STUDY

It is essential for school principals to ensure that their schools are managed in such a way that the vision of the school can, in the long run, be realised. Almost all organisations and schools in particular create teams as a major vehicle for organising work (West-Burnham 1992: 119). West-Burnham (1992: 199) goes on to argue that there is a substantial gap between labelling a group a team and creating an effective work team which is able to function in a total quality environment.

The aims of this study is to examine:

1. The role of the principal in management of teams

This study will try to elicit the role that a principal plays in team establishment. It will further probe where principals are members of the teams in their schools and what roles they are playing, team leader, team member or ex officio member?
2. **The elements that contribute to effective teams.**
   The focus in this regard will be on the what makes teams effective? Is the effectiveness and success attributable to internal influence of the school authorities, team members or external consultants who provide the necessary training.

3. **How is the professional development of teachers nurtured by teams?**
   The factors that affect the growth and development of teachers, as team members, will be highlighted. The study will advance reasons why teachers should try and be team members and reap the benefit thereof.

1.4. **METHOD OF STUDY**

On perusal of the literature concerning the management of teams, it would appear that the qualitative method will be suitable for this study. The reasons being that:

As Rubin and Babbie (1989: 364) put it “Quantitative methods are more concerned with maximising the objectivity and testing the validity of what we think we are observing, whereas qualitative methods are more concerned with subjectivity and tapping the deeper meaning of human experience”.

Similarly Crabtree and Miller (1992:6) define “Qualitative methods as being used for identification, description and explanation generation”.

This method is empirical in that, “it utilises experience and observation en route to knowledge” (Rubin and Babbie, 1989: 364).

My sources of data will be:

1. Observation of teams in action
Samples in this study will be drawn from selected secondary schools in Gauteng Education Department. It will be random sampling because "each individual team in the sample has an equal probability of being selected" (Cresswell, 1994: 120) and (Krathwohl, 1993: 127).

Furthermore an in-depth study of the most recent and relevant literature will be undertaken.

1.5 ASSUMPTIONS

The grand tour questions guiding this study are the following:

1. In most schools principals make use of teams to carry out management decisions.

2. Teams in schools are made up of the principal, teachers, students and parents.

In addition, the following sub-questions will be researched further:

1. What roles do teams play in developing visions and mission statements in schools?

2. How do teams assist in the professional development of teachers?

3. How do team leaders maintain teamwork in teams?
4. How does the team leader solve problems within the team?

5. How does the principal solve problems between teams?

6. How are team leaders elected, by team members or are they chosen by the principal?

7. What elements are essential for team effectiveness?

1.6 LIMITATIONS

The study of effective teams in secondary schools is a wide field of study. For this reason it is essential to narrow it down to a manageable size that can be undertaken by one individual.

The following limitations will apply:

1. Due to the financial constraints and time limit only selected secondary schools will be studied.

2. The schools in question will be those that fall under the jurisdiction of the Gauteng Department of Education.

3. The concept of team is not widely used in secondary schools, it is replaced by the notion of committee.

1.7 DEFINITION OF CONCEPTS

1.7.1 Effectiveness

This is the process of ensuring that the organisational goals are pursued (Fidler and Bowles, 1989: xiii).
Cremers and Scheerens (1994: 126) simply put it thus "Effectiveness refers to goal attainment. Therefore the attainment of goals is central to the concept of educational effectiveness."

Allen (1990: 30) concisely says that "it is having a definite or desired effect". Beare, Caldwell and Milliken (1989: 11) maintain that "to effect" means to bring about, to accomplish; thus to be effective, action or an institution or an individual must bring about something or accomplish something.

Fuller and Clarke (1994: 119) point out that studies in school effectiveness continue to be shaped by two divided camps. On one hand the policy makers who strive to identify particular school inputs that raise students' achievement, and on the other hand the classroom culturalists who focus on the implicitly modelled norms exercised in the classroom.

1.7.2 Team

West Burnham (1992: 119) perceives it as "a quality group". Rowland and Birkett (1992: 37) extend this further and assert that it is a group who feel energised by their ability to work together. Katzenbach and Smith (1993: 45) also state that "it is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they should hold themselves accountable".

1.7.3 Leadership

Kowalski and Reitzug (1993) cited by Squelch and Lemmer (1994: 2) refers to it as "a process that results in the determination of organisational objectives and strategies, entails building consensus to meet these objectives and involves influencing others to work towards these objectives".
Van Der Westhuizen (1991b: 77) avers that it implies following by own free will, and the authority of a leader is determined by the willingness of followers to accept and execute the orders to the leader. Leadership is, thus, a process where one leads others because they have confidence in his ability to do so.

1.7.4 Quality Education

Quality, in its simplest term, means “any features or basic characteristics that can make something what it is” (Allen: 1990: 977). Poston (1994: 17) add to this definition by saying that it refers to “the degree of excellence that a thing or circumstance contains, or how good it may be”.

Quality, education, therefore, is the character of a school system evidenced by clear vision, concern for clientele, co-operation among all people, on-going improvement effort, and increased productivity over time and examination results (Poston, 1994: 33).

1.8 PLAN OF STUDY

1.8.1 Chapter one provides the problem at hand. The aim of the study is given and the methods to be utilised are stated. A resume is also supplied on why effective teams are a necessity in secondary schools.

1.8.2 Chapter two will focus on the literature study of teams from the international perspective and from the South African perspective. A synthesis of the two perspectives will be provided. Theoretical framework is stated and a conclusion will wrap up the chapter.

1.8.3 Chapter three will highlight the method used to gather the relevant data. The main method used is the qualitative design. The study is “empirical because it utilises experiences and observation en route to knowledge” (Rubin & Babbie, 1989: 364). Data collection will be through team observation, questionnaires administered to teachers and interviewing of team leaders and principals.
1.8.4 Chapter four will analyse and interpret the data collected in the previous chapter.

1.8.5 Chapter five summarises the entire study, conclusions will be drawn from the research findings and recommendations made.

1.9 CONCLUSION

The educational problems that black schools experienced in the past should not be allowed to occur again. The importance of principals in schools cannot be over-emphasised. Nevertheless, the formation of teams is a reality that cannot be negated.

The success or failure of the leadership style of the principal will be influenced by how far he goes in sharing vital decision making processes and how regularly the staff and students participate in the management of the school. As Bullough, Knowles and Crow (1992:206) point out "an essential aspect of fostering school community is for teachers to be significantly, albeit reasonably, involved in the various levels of decision making".

"Team development should provide an avenue for participation by the staff and students in the running of the school. Principals should, in the ultimate end, be able to lead effectively and ensure that their school provides quality education, through which teaching will be enhanced and learning will be increased. Sepurca.1996:12"

Chapter two is going to focus on the literature study of teams. An international perspective and a South African perspective will be provided. A theoretical framework will be developed to be used as a guiding framework for this study.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 INTRODUCTION

We are currently in the midst of numerous changes in education. The rate of change is accelerating at a pace that soon the School Principal, Deputies, Heads of Department and teachers will be compelled to adopt a new approach towards quality management (Karimulla, 1994: 1). By quality school management is meant establishing a school climate conducive to quality professional development, improving overall pupil performance at a school and helping teachers to prepare effectively for quality teaching to take place. Quality in school in turn refers to the quality inputs, processes and outcomes.

2.2 INTERNATIONAL PERSPECTIVE OF TEAMS IN ORGANISATIONS

Some schools and educational authorities in countries such as the United States of America, Britain and Australia have adopted Edward Deming’s business philosophy of Total Quality Management, hereafter referred to as TQM, and are applying it to education. TQM is defined as “a co-operative form of doing business that relies on the talents and capabilities of both labour and management to continually improve quality and productivity using teams” (Jablonski, 1994: 41). The essence of TQM is leadership; the kind of leadership that ensures consistently high performance and constant improvement (Murgatroyd and Morgan, 1993: 60).

What the proponents of TQM advocate is that there needs to be a paradigm shift in the school’s perception of education. Rhodes (1992: 77) stated that the total quality view allows us to see with student’s eye-view, to understand what the school and the world looks like to children growing up today.
Blackenstein (1992:17) argues this way about the application of TQM to education: “What has the management philosophy of running companies got to do with running a school?” Kearns (1988) cited by Blackenstein (1992:17) responds, “We need a design for schools that is relevant for present times. The modern school should look less like a factory and more like our high-tech companies, with flat organisations and decision making pushed to the lowest level... (with) fewer middle management, and those that remain acting less like controllers and more like colleagues and collaborators”.

TQM requires a commitment to quality education by everyone at every level, from senior personnel in education to the people who do the primary work education: the teachers and students’ teams (Bonstingl, 1992:69-79).

TQM is also concerned with the ability of the administrators to rethink their leadership role in allowing greater managerial freedom to teachers in their work with children. Thurston, Clift and Schacht (1993:262) report that in research conducted at the National Centre for Leadership at the University of Illinois, they found evidence that suggests that students’ interests cannot be served without distributing leadership, because any one decision-maker is likely to be too far removed from all students or situations.

If traditional practice begins to shift and new teachers become involved in school-wide leadership, the traditional role will also change as both principals and teachers assume new responsibilities and learn new ways of working together (Bredeson, 1990; Bacharach, Bamberger and Mitchell, 1990; and Hart and Murphy, 1990), quoted by Clift, Johnson, Holland and Veal (1992:878). Co-operation, according to Holt (1993:383), “is much more important to quality than competition” while Bonstingl (1992:83) sees the pursuit of quality as a moral enterprise.

When the views of people like Crosby and Deming from the United States of America and Ishakawa from Japan and Oakland from the United Kingdom are considered, one thing stands out: quality in education is about the requirements of the customer, in other words, it is all about customer satisfaction (Swanepoel, 1993:13).
As Glasser (1990 : 430) points out "there is always a fear in education, especially among the measurers and fragments, that too great a concern with quality means that the students inevitably cover less ground; that is, as quality increases, productivity declines. Glasser (1990 : 430) further says that the truth is, the opposite occurs, quality always leads to increased productivity.

To offer quality education in schools, there should be co-operation amongst principals, teachers, parents and students. Aspin and Chapman (1994 : 206) in this regard comment that what is of vital importance in schools that are determined to be quality institutions, is to make partners in the community in the process of institutional development and improvement. "There should be a positive interaction among the stakeholders in identification" so that they feel that they are part of a larger unit (Bradley, Kallik and Regan, 1991 :86).

The functions and tasks that have been identified as having to do with, and promoting quality in education are, in a major way, the responsibility of those who are charged with exercise of leadership and management in schools and the school system (Aspin and Chapman, 1994 : 206). Principals should then manifest effective leadership to effect changes in their schools. Hargreaves and Hopkins (1991 : 17) observed that an important aspect of the character of effective schools is that management is not the unique task of those at the apex of the hierarchy but a shared responsibility of all who are involved in the school task.

Teachers have been trained as managers of knowledge who work in isolation. Principals have a responsibility of removing teachers from isolation and, together with them, establish teams in their schools (Krekovics, Farber and Armaline, 1991 : 28). Ketchum and Trist (1992 : 73) reinforce this viewpoint and add that "people will support what they have helped create". Establishment of teams will ensure that the critical functions of leadership are assigned to those most capable of performing them, rather than being centralised in the principal's office.
Katzenbach and Smith (1993: 24) throw words of caution to those who are strong followers of teams in organisations. They argue that teams cannot and are not the solution to everyone's or future organization's needs. They will not solve every problem, enhance even group results, nor help top management address every performance challenge. Moreover, when misapplied, they can be both wasteful and disruptive. Nonetheless, Katzenbach and Smith (1993: 24) point out that teams in organisations usually do outperform other groups and individuals. They represent one of the broad-based changes necessary for the high-performing organisations. Their conclusion is that "there is energy in teams, that if rigorously followed, can transform reluctance into team performance" (Katzenbach and Smith 1993: 24).

Maeroff (1993a: 519) is of the opinion that the greatest value of teams will be as a vehicle for bringing improvements to teaching and learning. This means that the members of a team have a special responsibility not to lose sight of the reason why they are singled out for the attention they receive. However indirect the route, the needs of the students should always justify what occurs in the name of building teams. Chapman (1994: 18) avers that quality schools should give their students access to, and the opportunity to acquire, practice and apply those bodies and kinds of knowledge, competencies, skills and attitudes that will prepare them for life in today's complex society.

2.2.1 Main themes emerging from the above study

1. Teams should take an important role in decision making.

2. Principals should manifest effective leadership to effect changes in their schools.

3. Teams are an essential vehicle for bringing about improvement in teaching and learning in schools.
2.3 SELECTED SOUTH AFRICAN LITERATURE ON TEAMS IN ORGANISATIONS

Squelch and Lemmer (1994 : 11) declare that the purpose of effective school leadership is to make schools more effective and successful in order to improve the quality of learning for students. The principal is the most important leader in the school, but is not the only person responsible for school improvement. He should be supported by an efficient team of staff, student and parent community. The concept of efficiency, as Allen (1994 : 374) sums it means “productive with minimum waste of effort”.

Most schools lack collegiality which is regarded as the hallmark of TQM and staff relations (Squelch and Lemmer, 1994 : 141). Teachers seldom observe and discuss their colleague’s work. They should strive to build a collegiate culture through team building and teamwork. A collegiate culture is the one that meets the threefold challenges of “increased marginal costs of teaching, trying to re-establish a professional type of teacher, and designing an incentive system that is not individual merit pay but group profit sharing” (Bruno and Nottingham, 1976 : xiv).

Bondesio and de Witt (1991 : 299-300) indicate that an in-depth knowledge of group dynamics has become a necessity for everyone who heads groups. This has become necessary because an effective education leader plans a large part of his daily tasks within a group context.

The educational leader should promote maximum group cohesion and a feeling of belongingness and ensure that the objectives of the group are achieved in the least time-consuming and most cost-effective way (Bondesio and de Witt, 1991 : 302). The principal, on the other hand, should not be stuck in teams and lose sight of the main aim of establishing them (Basson, Van der Westhuizen and Niemann, 1991 : 658).

He should ensure that the school delivers a variety of services and products in terms of teaching, learning and extra-curricular activities.
2.3.1 Empowerment of teams in organisations

Involving the staff and students in the management of the school through teams is going to necessitate the principal empowering them. Collegiality means that they also have to empower themselves. Mdongo (1995 : 14) asserts that empowering employees is all about shifting power and authority to make decisions and take appropriate action from the manager to the people actually doing the work.

Principals need to change their thinking to the TQM approach and meet their colleagues to discuss the practical implications. McFarlane (1994 : 5) goes on to argue that:

“Principals will first have to see their staff as their customers who need professional growth and work satisfaction has to be met. A principal who really wants to understand this will have to make a couple of customer journeys to be aware of the real needs and experiences of teachers. He will have to, in a sense, humble himself and become their servant - the one to address their needs”. He will also need the qualities of a transformational leader who, according to Bass (1990) as quoted by McFarlane (1994 :5), “Broaden and elevate the interests of their employees when they generate awareness and acceptance of the purpose and mission of the group, and when they stir up their employees to look beyond their own self-interest for the good of the group”.

2.3.2 Main themes arising from the above study

1. The principal is the most important leader in the school but is not the only person responsible for school improvement. He should also plan a large part of his daily task within a group context.

2. Principals need to change their thinking to the TQM approach and meet their colleagues to discuss the practical implications.
3. Principals should strive to build a collegiate culture through team building and teamwork.

2.4 TEAMS IN ORGANISATIONS

"A team is a group of people who have, as their highest priority, the accomplishment of team goals, they support one another, collaborate freely, and communicate openly and clearly with one another" (Quick, 1992: 3).

The establishment of teams in secondary schools needs to be a well planned process that ensures that people to be effected by changes should be informed beforehand. Scarr (1992: 68) contends that telling people what to do and how to do it does not work, and adding new programmes is not the answer. Schools need a process that allows those closest to the point of implementation to be involved in designing plans and strategies that will propel the organisation close to its vision. Teams provide such a process.

What constitutes a team may vary from centre to centre or school depending on the meaning attached to the concept of a team. Parents may or may not be included in the broader definition. Regardless of its definition, the essence of a team is that all participants work together effectively to achieve a common goal (Roda, 1994: 87).

The establishment of teams goes by several names. Lane (1991: 119) states that by whatever name, the process essentially devolves power from the central office to those who, because they are close to the students, know best the teaching and learning requirements of an individual.

2.4.1. Business Concepts of teams

There are some terms to describe teams:

These are responsible for turning out a well-defined segment of finished work. These can be used to draw up a time-table for the school as a whole. This team can also be assigned to draw the examination invigilation time-table. An example of this type of team is the examination committee.

2. Superior work teams (Kinlaw, 1991: 121)
They all have the characteristics of work teams but these are developed to an extra-ordinary degree. These are similar to the school’s management team whose function is to help the principal run the school. Their scope of operation may cover planning, administration, staff development, and curriculum restructuring.

3. Work teams (Kinlaw, 1991: 13)
These are work groups that have reached a new plateau of productivity and quality. These teams are equivalent to the subject committees and have close links with the students, know their needs, expectations and their failings.

These have been borrowed from the success of the participatory management in Japan by the American business world. They focus on creativity, variety and innovation in the organisation. They are established for research purposes in the institution. Such teams are appropriate for the compilation of statistics and record keeping. For example, they determine how many students have enrolled; their age, sex, and standard.

5. Work groups (Kinlaw, 1991: 7)
Are two or more job holders who make up some of the identifiable organisational unit that it is considered part of an organisation. A few teachers may be taken to a special computer literacy course. Thereafter the school utilises their expertise by assigning specific tasks to them, can also be given an opportunity to share their knowledge with others.
   These are used at the lower level of production and are similar to work groups.
   Quick (1992: 5) says that these consist of groups of teachers and heads of
   departments who search for ways to increase the effectiveness of their team
   through higher productivity and improved quality.

2.4.2 Educational concepts of teams

These are some of the terms to describe teams in educational institutions. Some of the
functions of the team may overlap into those of another team. For an example, a crisis
team may also function as a project team.

1. Planning team (Nebgen, 1991: 27)

   They are comprised of staff, parents and community articulate people of goodwill
   who represent a particular perspective of the school. Teichler (1982) quoted by van
   der Westhuizen (1991a: 137 - 138) contends that these may be seen as reflection
   of a basic or theoretical manner, procedure, rules, strategies, methods, skills, and
   expertise by the educational leaders to achieve and realise educational objective
   through people and resources.

2. Management teams (Basson, 1991: 480) and (Kessler, 1992: 36)

   They are concerned with the educational interests of their students and
   professionalism in the school. They also ensure that the relevant information is
   up-to-date, correct and understandable and is presented to consumers in a
   usable form. They offer assistance to the principal on important matters of the
   organisation such as the updating of the school policy or general decision making
   in certain matters. This team makes a complete written job description (duty
   sheet) of every incumbent in the school.

These share in the decision making process of school based management. They enable their members to learn the group processes skills that will enable them to deal with conflict or any eventuality that may need attention. They are similar to the Parents, Teachers, Students Associations, (PTSA). If, for an example, the school management team has a problem with a particular teacher who violates school rules and regulations, then this team is an ideal forum to solve the problem before the matter can be referred to the higher authorities of the school.


These are established to deal with any crisis in the school. If students strike against a certain teacher because of certain allegations and the school is being disrupted, this team is appropriate to handle the matter. They will need to investigate the allegations, listen to both parties and finally give recommendations in an impartial manner. This team may help a teacher who has class discipline problems and any serious problems that needs immediate attention.

5. Project teams/Ad hoc groups

As argued by Squelch and Lemmer (1994: 70) and West-Burnham (1992: 125) project team are organised to work on specific projects, usually of a temporal nature. For an example, when a school has entered for a competition for an environment awareness project wherein they adopt a specific disadvantage area (Squatter camp) and are supposed to clean it for a year. They take a photo of the area prior to adoption, embark on a cleaning campaign for the entire year.
After the completion of the project they take another photo to show its changed condition after the project. This team is suitable for co-ordinating the project. They set down the programme of action and ensure that the aim is reached in the end. “When the mission has been accomplished, the team disbands” (Quick, 1992:5).

6. Pedagogy teams (Maeroff; 1993b :37)
These are organised around a professional interest having to do with teaching and learning. Such teams can be a locus for gaining new knowledge and can create a culture that will spread beyond the team. It is also known as a study group. Teachers who are studying same subjects/courses may get together in terms of learning, discussions, groups work and examination preparation. Strong ties are formed among team members and this relationship may spread beyond the team.

7. Classroom-alternative support teams/Subjects matter teams.
As noted by Maeroff (1993b :36) and Rallis ( 1988 : 646) these empower classroom teachers by giving them the leadership they need. In other words, teachers with problems pertaining to the subject matter no longer feel isolated and discouraged because they have the support of their colleagues. Teacher who may or may not belong to the same school but teach the same subject may decide to alternate in teaching part of the syllabus. One teacher teaches a segment of the work and another teacher teaches different segment in return.

8. Grade level teams
In the scheme developed by Maeroff (1993b :37) Grade level teams are found around elementary and middle schools where teachers organise themselves into grade levels. These teams are similar in function to the Classroom alternative support teams. Teachers in the same standard help each other in teaching problematic chapters of the syllabus. They set standardised tests and examinations
9. Interdisciplinary teams.

In the scheme developed by Maeroff (1993b: 38) these are drawn from various disciplines within the school and they share common findings in their subjects. For an example, a teacher who teaches Economics may consult an English teacher and request him to emphasise essay writing in their lessons as this may have shown to be a problem with economics students.

10. Multi-purpose teams.

In the schemes developed by Maeroff (1993b: 39) this team has no specific brief but will serve the function of other teams. The role of this kind of team may overlap among two or more purposes in the organisation.

2.4.3. How teams differ from each other

When teams are formed in organisations the common purpose is that they strive to help the organisation to achieve its mission and ultimately realise its vision. There are certain factors that distinguish teams from each other and these are cited by Roberts (1991: 95) as those that have to do with:

1. The size of the group and of the organisation it is part of.

2. The degree of independence of the group within the organisation and independence allowed to members within the group.

3. The way in which the group relates to the organisation's clients.

4. The manner in which the group fits into the organisation's structure and the permanence of limited nature of its life.
5. The procedure according to which tasks are going to be completed and the type of task be done.

2.4.4. **Team development**

Team building developed out of the human potential movement of the 1950's and became very popular in the 1960's and 1970's (Nierenberg, 1993:29). Their intention is to help work groups operate more smoothly and effectively and improve quality within the organisation. What is of importance to their continued practice and success is the creation of an environment that reinforces the behaviour that makes them effective.

Team once formed, Roda (1994:24) comments, are likely to be effective from day one. They need time to develop and mature. When teams are developed it should be to help teachers become leaders: it is a matter of shaping that leadership so that it flows out of co-operation (Macroff, 1993a: 514). Schools should build teams with a clear purpose in mind. Nierenberg (1993:262) and Sharan (1994:129) mention the following as the aims of team development.

2.4.4.1. **The aims of team development**

Based on the literature surveyed, the aims of team development are to create:

1. A better understanding of each member’s role in the group.

2. A better understanding of the team’s purpose in the organisation and its role as a sub-unit in the larger organisation.

3. An increase in communication among team members about issues.

4. Increase greater personal support among group members.
And develop a clearer understanding of team processes.

And device more ways of working through problems inherent in the team.

And develop an ability to use conflict in a positive way.

An ability among team members to collaborate with others in the organisation.

A sense of independence among team members.

An ability to value differences.

And help the team develop a synergy, by this is meant when the output of the team is greater than the total output of the individual member.

2.4.4.2. Complementary skills of team development

The formation of teams in the school requires the developing of group processes skills, in running effective meetings, in consensus building within the team and within the school, in securing and utilising resources and in developing action plans and evaluating outcomes (Barth, 1991:24).

Among these skills (Katzenbach and Smith, 1993:4) enumerate the following: interpersonal relations, problem solving, technical and functional skills and communication.

Varney (1989:91-92) and West-Burnham (1992:132) add these as well: listening, questioning, giving feedback, summarising, proposing ideas, building or suggesting, assertiveness, collaboration, managing meetings, public speaking, stress management and time management.
Katzenbach and Smith (1993: 4) conclude by saying that common sense tells us that it is a mistake to ignore these skills when selecting a team. A team cannot get started without some minimum number of these skills.

2.4.4.3. Guidelines for selecting the team

The principal needs to be clear and open minded when selecting members. On the other hand, the choice of who should be on the team should not be imposed, which means that when the principal selects the team a wide variety of people should be consulted. Maeroff (1993b:43) gives the following as a guide for team selection.

1. Effort should be made to include some of those in the school who already are leaders.
2. The diversity of the faculty and the student body should be considered.
3. Precious recognition should not be wasted on someone who is not apt to remain in the school for several years.
4. Involve all staff members, if possible, even the informal school cliques.
5. Natural divisions in the grade levels and subject area should be considered.
6. The pivotal position of the teacher’s collective bargaining unit should be recognised so that the union is at least a party to the discussion.
7. Include other stakeholders, central administrators, school board and parents, if they are willing to take part.

2.4.4.4. Principles of team structure

Bennet (1991:151) notes the following: the size of the team should be small; joint decision making should be encouraged to improve morale and stimulate employee cooperation; cohesion should be consciously developed; and the group leader should be compatible with the characteristics of effective teams.
2.4.4.5 The principal's role in team development

Of the many forces making for quality schooling, the role of the principal is crucial, in so far as he is in a position to:

1. Empower people, thus he needs to be intelligent, confident, energetic, and to relate well with other people.

2. Transform the school.

3. Be a catalyst and an agent for change, and be able to enthuse followers with a vision of what can be in a school.

4. Take wise and well informed decisions because he is a good listener to what is said in the school and the community (Aspin and Chapman, 1994: 99 - 100).

In their model, Boyd and Krencher (1990: 137) regard the principal as the key to an effective school. They go on to say that more than any other person, the principal is responsible for successfully interchanging with the environment - dealing somehow with the demands and pressures from parents, unions, administrators and school boards.

The principal and his staff, through their participation in teams, should strive to offer quality education in their school. This perception is echoed by McFarlane (1994: 3) who argues that "a manager who sees his staff as the customer for his services, has already undergone vast changes in his thinking". Leithwood (1982) as cited by McFarlane (1994: 3) describes various features that are associated with this type of a leader. Such leaders are open to the views of others and often utilises the capacity of the staff to generate solutions to problems. These leaders involve their followers in problem solving processes and, by doing that, contribute to their long-term growth. By engaging them in these processes he develops a commitment to the shared goals of the organisation among them. Once this happens their satisfaction in attaining goals increases.
For effective teams to be developed in schools there needs to be co-operation between the principal and his staff as colleagues in the pursuit of the aim of the school. Glasser (1990: 429, 433) defines an effective teacher as the one who is able to convince all his students to do high quality work in the school while an effective principal is the one who always makes an effort to combine what all his staff is looking for with what he is asking them to do.

The principal should be free to delegate vital decision making processes to the team. Delegating, Maurer (1991: 421) reasons, does not mean that the leader gives up his responsibilities, but rather he shares these with others.

He should develop collaborative goals and co-operative relationships with colleagues. There are advantages for teams to have a principal as a member. Squelch and Lemmer (1994: 89) states the following in relation to the role of the principal in setting collaborative roles.

1. Ties between the principal and the team are strengthened through additional information interaction.
2. The principal finds greater peer support as the gap between the team and him decreases.
3. The principal wins the respect of teachers.
4. The staff members become more willing to share the burden of leadership.
5. Budding leaders get an opportunity to develop.

The role that the principal plays in the development of effective teams in his school is an important one. His leadership capabilities are significant in this regard to show the way for the attainment of the school vision. Bolman and Deal (1994: 77) argue that, "In modern organisations, the management provides consistency, control and efficiency. But the leadership is needed to foster purpose, passion, and imagination. Particularly in the times of rapid change, we look to leaders, not managers, for hope, inspiration, and a pathway to somewhere more desirable."
More authorities on group and team development recognise that there are several stages to the growth and development of teams. Most typically they are seen to be five stages. The speed with which each team will accomplish the demands of a particular stage and move on to the next one is considered to be related to the skill possessed by the leader (Roda, 1994: 24).

These authors, Murgatroyd and Morgan (1993: 150 - 151); Reddy (1988: 83 - 85); Roda (1994: 93 - 98); Squelch and Lemmer (1994: 76 - 77); Trehowan (1991: 83 - 85); and West-Burnham (1992: 127), agree in concert that the following are the stages of team development.

Stage one: Forming / Stocktaking

1. **Focus is on the goals and procedures.**

2. **It is usually a difficult stage.**

3. **The team is not sure of its purpose.**

4. **It is characterised by orientating and finding support.**

5. **Members are reserved, pretend, and hide animosity.**

6. **Members are friendly but cautious.**

7. **Members are concerned with self-protection.**

8. **Members are concerned about belonging, inclusion and rejection.**
The leader's role is to provide an opportunity to the staff to get to know one another professionally and personally.

Stage two: Storming / Defining tasks

1. Conflict emerges over roles, tasks and behaviour.

2. Strong feelings are expressed about tasks and the way the team functions.

3. Characterised by confrontation, controlling, positioning and learning.

4. There are disputes, dissensions and discords.

5. Others remain passive.

The leader's role is to have a thorough knowledge of conflict resolution and its role in the organisation.

Stage three: Norming / Bonding / Welding

There is an acceptance of roles, tasks, ways and diversity within the team. There is shared responsibility and cohesiveness emerges. Harmony is valued and there is acceptance, differentiating, accommodating, learning to live and let live. Solidarity among team members grow in importance.

The team is now able to take some risks and experiment with new practices, debate values and assumptions, review methods of operation and discuss issues of management and leadership. Members criticise issues and not people and give each other positive feedback.

The leader's role is to support the team by promoting consensus and co-operation.
Stage four: Performing / Harmony

1. There is a high standard of roles.

2. The team leader engages skills and talents of members so as to respond to its purposes.

3. Members share responsibilities for the efficient operation of a quality service with the leader.

4. It is characterised by encouraging, developing, supporting, contributing according to its ability and interests.

5. The team is creative, innovative and effective.

The team leader's role is that he needs to enjoy the fruits of the previous efforts. However, he needs to keep close contact with various teams in the school.

Stage five: Conforming / Transforming

Once it becomes effective, the team is again vulnerable at this stage. Its vulnerability arises from the choice between settling into a safe route (conforming) and continuing to perform as it has always done or choosing to re-examine all of its work in the light of the need for constant improvement (transforming) (Murgatroyd and Morgan, 1993: 151).

Some groups / teams cease to exist once this task has been realised.

The leader's role should be to find ways of challenging and renewing the work of the team so that it can continually perform at increasingly high levels and transform its work from being acceptable to being outstanding.
2.4.5. Teams and decision making

The participation of teachers and students in teams should not be limited to carrying out instructions and directiveness from the educational authorities. The lines of communication should be open and allow members to participate in joint decision making process. Decision making is defined by Bell (1992: 37) as, "choosing from at least two possible courses of actions". It is one of the central skills of management since most of the leaders spend much of their time making choices.

The team approach to work in secondary schools can assist in staff development and in meeting the challenges of change because as Roda (1994: 112 - 113) observes, "It provides the backdrop of support for commitment to quality education". The principal should ensure that essential resolutions and decisions filter down to the team and not think that he will lose respect by asking for advice. In fact, more respect is lost by not involving teams. Trethowan (1991: 90) agrees and states that in an environment where the teachers' opinions seem not to matter, it is little wonder that maturity and effectiveness decline.

When the leaders in schools intend practising effective decision making processes that affect all customers of their services, Kessler (1992: 38) offers these suggestions:

1. Involve all stakeholders as their participation is imperative to legitimise the process and easy communication.

2. Take time to build trust. Group training sessions are an invaluable way to begin shared decision making.

3. Be honest, there should be no room for unspoken agendas or behind the scene manipulation. Individual member's priorities or concerns need to be stated and time taken to deal with them as they arise.
4. Be patient, reaching group consensus takes more time and patience than making decisions in a traditional hierarchical system, but recommendations will be acceptable with a spirit of trust.

5. When decisions are reached through consensus and collaboration and all members feel that they have contributed to these decisions, an effective team is at work (Varney, 1989:23).

The functioning of a school should not be the principal’s sole responsibility. He should involve stakeholders in essential decision making processes. He should strive to reach consensus in deliberations with those stakeholders and this calls for honesty, trust and respect from him so that he can get these virtues in return.

Team leaders have a role to play ensuring that there is group cohesion, consensus, collaboration and teamwork in their teams. Meadows (1990:545) maintains that decisions are put into practice more successfully when those doing so have participated in the decision making process and are committed to the product.

Meadows (1990:548) concludes by saying that, “the beneficiaries of shared decision making are: the principal, who has access to many ideas; the teachers who feel more accountable when they have helped make the decisions; and the students, who have a freer and richer learning environment”.

2.4.6. Team and team work

Oakland (1989) quoted by Sallis (1993:91) argues that teamwork throughout any organisation is an essential component of the implementation of TQM for it builds trust, improves communication, and develops independence. Where there is teamwork everyone knows precisely what his task and responsibility is, and what the co-ordinating aim is.
Team leaders should motivate their team members to work together. They need to be aware of the fact that their teams are made up of individuals with different personalities, ideas, strengths, weaknesses, levels of enthusiasm, and demand for their jobs (Sallis, 1993: 93). Dale (1993: 116) sums up this by saying that interpersonal relationships between team members and their managers are critical to the creation of a developmental climate. A development climate, Lane (1991: 121) explains, "is the one where the teachers are regarded as professionals and certain responsibilities for their supervision and evaluation shifts from the principal to the teachers themselves".

Teamwork enables people to work together on the basis of shared decision perceptions, a common purpose, agreed procedures, commitment, co-operation, and resolving disagreements openly by discussion (Bell, 1992: 45). The support of the school team, then depends not only on the individual skills of its members, but on the way team members support and work with each other.

2.4.6.1. Symptoms of poor teamwork

There are certain behaviours, attitudes and conducts that will be a manifestation of poor teamwork. Bennet (1991: 155) highlights and cautions against the following:

1. Absenteeism, late coming, high staff turnover, bad temper, and deprecatory remarks about other team members.

2. Staff loses confidence in the team's ability to achieve its objectives. Comment is interpreted as criticism, the quality of work declines, staff lacks effort, and petty grievances arise.

Teamwork can be improved and the team leader needs to spearhead improvement process.
2.4.6.2. How teamwork can be improved

According to Bennet (1991: 151-155) teamwork can be improved through:

1. Clarifying territorial divisions among team members, hence ensuring that all members are fully aware of their individual and collective responsibilities.

2. Encouraging members to suggest new working methods.

3. There should be a fair distribution of work and responsibilities within the team.

4. There should be a well-designed work programme with realistic completion dates.

5. The leader should represent and defend the team in the outside world.

2.4.6.2. The benefits of teamwork.

The benefits derived from team members working together also benefit the entire school. Squelch and Lemmer (1994: 70-71) specify that these benefits mentioned below have been borne out by substantial research. Bell (1992: 46) is also in agreement that the benefits of teamwork are:

1. Co-operation: people want the team to do well and be successful so they are motivated to work together instead of competing individually.

2. Information sharing: members who have learnt to support and trust one another share information instead of keeping it to themselves. In this way, ideas, and innovative actions flow freely so that all can reap the benefits.

3. Resources: strengths and special talents are shared instead of being hoarded.
4. Pitfalls which threaten people who work in isolation are avoided and uncovered by teamwork.

5. Quality decisions: these are made when people work together in groups. In this way decisions are not imposed upon people.

6. Morale: this is higher when people work in teams than when they work in isolation.

7. Finally, excellence results from teamwork. Everyone wants the team to look as good as possible and therefore they give their best for the common good.

2.4.7. Team roles

Team leaders who are successful, Katzenbach and Smith (1993:131) assert, instinctively know that the goal of the organisation is team performance results instead of individual achievement, including their own. The team leader seeks out common interests and build those into common goals that support organisational needs (Johnson, 1993:136). The team members should know how to participate in the team and they require a common cause before they will begin.

Effective team leaders should behave in such a way that they are perceived as another team member while at the same time they should assist all team members to feel as free as the leader to make contributions and perform needed functions in the group (Gorton, 1977; as quoted by Reese, 1991:20).

There are various roles that should be played in team development. These are not only confined to the team leader but to the team members as well.

2.4.7.1. The team leader’s role

Johnson (1993:123); Bennet (1991:152); and Katzenbach and Smith (1993:131) are unanimous in identifying the following as the roles expected of a team leader:
1. Sets the tone for commitment by sharing a warm, caring attitude, stopping conflicts immediately, promoting harmony at every opportunity.

2. Must be supportive and helpful as they help others grow, making them feel important. Every effort must be made to maintain equality. The leader should show total dedication to the team's success.

3. Act to clarify the purpose and goals, build commitment and self-confidence, strengthens the team's collective skills and approach, remove externally imposed obstacles, and create opportunity for others.

4. Provide direction to other group activities.
5. Motivate the group.
6. Appraising group performance.
7. Arbitrating disputes between group members.
8. Representing the group to outside bodies.

Bell (1992 : 141) makes the following comments about the team leader and team member's roles in the team: The team leader should embark on a dialogue about the school's team and staff development needs. Such discussions should be within the framework of what the school is trying to achieve. Team development has to be linked to both individual and school development needs in such a way as to ensure that maximum individual professional development can take place while still ensuring that the aim and objectives of the school can be realised.

While it is expected that the team leaders should play a pivotal role in team development, there are certain things they should not do. Katzenbach and Smith (1993 : 144) says that team leaders do not:
1. Blame or allow specific individuals to fail.

2. Excuse away shortfalls in team performances.

3. Never take credit for the team's work. Team recognition is important (Johnson, 1993:123).

2.4.7.2. Team member's proficiency process

According to Ketchum and Trist (1992:123) team members' proficiency process is concerned with assimilating new individuals into the team, while preserving the team and larger organisation's values.

Team members need new knowledge and skills used in resource management. They should learn to be effective in group meetings and social problem solving. These varieties of skills, to be developed in new team members, show that a person in an organisation needs to be treated as a resource developer rather than as an extension of a machine (Ketchum and Trist, 1992:123).

2.4.7.3. Key work team behaviours

Team roles are behaviour patterns which should be manifested by team members. These are needed for getting work done and maintaining the team as a cohesive unit (Rowland and Birkett, 1992:37). Belbin (1981 cited by Rowland and Birkett, 1992:37), identified several key roles of successful teams who believed that a balanced team, in terms of these roles, can be more productive than teams which are unbalanced.

Mergerson and McCann (1985) quoted by Murgatroyd and Morgan (1993:147) have extended the role identified by Belbin (1981) by examining the roles played by highly effective teams.
They identified critical functional roles - essential tasks that need to be taken if the group is to be effective and efficient in its assignment.

These nine roles, according to Murgatroyd and Morgan (1993: 147 - 149) are the following:

1. Advising: Gathering information and disseminating it to others. Ensures that the necessary information is gathered from all possible sources and presented in a form useful for vital decisions.

2. Innovating: This is going beyond the state of the art and creating a new way of thinking and working that change or advances the activity for which the team is responsible.

3. Promoting: Many good ideas and innovations are lost because they not “sold” to others. An effective team has, among its members, someone who is able to take innovative ideas and present them to others in a way that is both compelling and non-threatening.

4. Developing: Many innovators are poor at detailed work they need to fill in the blanks and develop the detailed specifications and procedures that will make their ideas present them to other in a way that is both compelling and non-threatening.

5. Organising: Planning is one thing and acting on those plans is another thing. Once an innovation becomes a fully worked specification, someone needs to sustain this work over time.

6. Producing: Someone needs to do the work associated with the idea and development work that has taken place. This group or persons need to sustain this work over time.
7. Maintaining: The team needs a person with a commitment to both teams and activity maintenance.

8. Inspecting: Someone needs to spend time looking at the "output" of the team so as to ensure consistency, quality and adaptability to changing circumstances.

9. Linker: This type of a person plays a co-ordinating, facilitation and leadership role within the team.

These behaviours can be combined, with some playing two or more of the parts outlined here at different stages in the development of a task. What is critical is that these tasks are performed effectively in a self-managed team.

One difference between the Belbin (1981) frame and the one outlined above is precisely that a person can perform more than one of the behaviours required in the work of the team (Murgatroyd and Morgan, 1993:148). The quality team is the one that reflects effectiveness by balancing team roles so that members are able to work harmoniously (West-Burnham, 1992:129).

2.4.8. Guidelines for effecting change through teams

Change no matter how insignificant, is the key to creating a different environment that is more constructive and pleasing. A starting point for understanding change is to examine potential areas of change in a school (Squelch and Lemmer, 1994:136). Two such areas of change are structural change, which refers to changes to policies and procedures and people-centred change, which is the kind of change that focuses on changing people's attitudes, behaviour, and performance and a way of acting.

Leaders who intend making changes in their organisations will do well to remember three principles of change (Reese, 1991:43) because:
I. Change takes time.
2. Change is a process, not a decision.
3. Change requires plenty of experience and practice in the new way of doing things.

Leaders in schools should not impose their own agendas on the team. Whenever change needs to be introduced, the leaders should inform their followers beforehand so that, as Orenstein (1993: 29) argues, the entire staff and team members can reasonably implement it.

To co-operate fully teams should have a voice in designing and implementing change. They should have time, resources, and opportunities to collaborate and make decisions (Orenstein, 1993: 28).

People react to change and its challenges in different ways. This cannot be managed by intuition alone, for as Heller (1985) cited by Bell (1992: 148-149) reminds us, "some people will support change while others oppose it".

Bell (1992: 149) notes that some supporters of change may be evolutionary in their approach and are prepared to spend much time building firm foundations on which the change may rest. Others may be less patient and more aggressive in their approach. Where the change affects the work of the team, it is the team leader's responsibility to attempt to manage change in such a way as to minimise resistance, conflict and the hostility that will be generated.

Since change is certain to occur in schools, it should be managed, rather than cope with it on an ad hoc basis (Squelch and Lemmer, 1994: 140). For change to be effective in organisations it needs to be introduced with clear aims and objectives lest the intended results are not achieved. Everard and Morris (1990: 230) say this about change "Unsuccessful attempts to change organisations have been made throughout history. Caius Petronius, a Roman consul, recorded his experiences as follows, "We trained hard, but it seemed that every time we were beginning to form up into teams, we would be reorganising, I was to learn later in life that we tend to meet any new situations by reorganising, a wonderful method it can be for creating the illusion of progress while producing confusion, inefficiency, and demoralisation".
Team members should be able to participate fully in exploring the need for change before any decision about the nature and the extent of the proposed change is taken.

Maeoff (1993a: 518) points out the following as the guidelines for effecting change through teams. Team can:

1. Set priorities so that all of its ideas are not just dumped in the school with no sense of what is important.

2. Model the types of behaviour that they would like to elicit from members.

3. Try to anticipate the objectives so that the answers are provided before some of the negative reactions are registered.

4. Remember that each team member interacts with their colleagues.

5. Take every opportunity to spread ownership throughout the school.

6. Strive to get time in the school’s schedule to work on the change process with colleagues.

7. Keep the school community informed about the teams progress.

8. Be positive whenever possible.

9. Maintain a sense of humour about the serious work at hand.

2.4.9. Characteristics of effective teams

The goals of the teams should be commensurate with the overall aim of the school. A combination of an effective leadership and effective teams should strive to create effective schools.
There are certain characteristics, identified by Zander (1982) and Woodstock (1979) on high-performing teams, which are consistent (Murgatroyd and Morgan, 1993: 143). The following authors, West-Burnham (1992: 35); Marrof (1993a: 512-519); Murgatroyd and Morgan (1993: 143-146); Squelch and Lemmer (1994: 71-72); Epanchin, Townsend and Stoddard (1994: 265-266), agree that the following are the characteristics of an effective team:

1. **Purpose and vision**: Team members are equally aware and committed to the work of the team and the development of its mission. They have clear and elevated goals and share a common goal.

2. **Open communication**: There is no hidden politics. Team members are free and frank in their deliberations. Members will not be challenging the integrity of their colleagues within the team. Team processes involve lateral communication, collective decision making and outcomes in terms of action.

3. **Trust and mutuality**: There is trust, respect and understanding among the members. There is also a collaborative climate. What binds the team is a sense of responsibility, both for the process it is using and for the task.

4. **Useful and creative conflict**: Rather than being avoided, conflict is regarded as both an essential and satisfying aspect of the team. Conflict is resolved amicably. Constructive conflict results from the team having a diversity of skills, backgrounds, and styles of working available to it.

5. **Appropriate working methods**: The team has an effective way of working. They cannot operate without a clear task. They have full and complete access to all information. They also highlight an efficient way in which they manage time.
Appropriate leadership: Clear values, pride and appropriate leadership are prerequisites for effective teams. Leadership is principled. The team is not dominated by its leader. A leadership role is more facilitative, coaching orientated and developmental than instructional and controlling.

7. Regular review and reflection: as part of their process, effective teams will stop working from time to time and review the quality of their ways of working and evaluate their performance regularly. They also provide feedback.

8. Enabling and encouraging individual development: To be effective they rely upon the knowledge and competencies of individual members. They set standards of excellence. The member's own work and individual development remains important. Without it the team will experience atrophy. The implication is that the team has to start to develop an ability to help individuals recognise their needs for development and facilitate the professional development needed.

9. Sound link with other teams: No team is an island within the school. For the school as a whole to achieve excellence in leadership in its chosen strategy, all teams in the school need to have a level of correctness appropriate to the task at hand. Effective teams link themselves to other teams, share ideas and concerns and create cross-functional links where possible.

Pooling together the expertise from the team members is not going to improve the school climate but will be beneficial to the teachers, teams and the school as a whole. Caroselli (1991 : 69) is of the opinion that teams bring multi-perspective thinking to the task of the problem at hand. They work to gather data which provides information needed to improve the process or solve the problem.

Bennet (1991 : 96) also sees the benefit as providing an individual member of the team with companionship, social experience, and the opportunity for self-expression and social intercourse.
Trithow (1991: 84) indicates the benefit this way: for the teacher, it provides an opportunity to check arrangements, receive public praise for achievements and be fully informed for the fortnight ahead.

For the team leader, a time saver which enables him to rely on a regular fortnightly meeting with no other business than briefing the whole team on the occasion. While the benefit for the school is seen as a personal information system which strengthens team working and minimises the harm which flows from long standing rumour by shortening its life.

Manz and Sims (1993: 8) state that the implementation of teams is motivated by a humanistic ideology. That is, teams are seen as an important way for employees to find satisfaction and dignity in their work - in essence, and enhanced employee quality of life.

2.4.10. Teams and staff development

The establishment of effective teams in secondary schools should not only be beneficial to the principal, parents, students, and the community and ignore the professional development of teachers. "Staff development is a deliberate and continuous process which supports the growth of both the individual and the institution in which they work" (Nathan, 1991: 153), while Douglas (1991: 88) describes it thus 'Staff' development and school development are two sides of the same coin, both are advanced, not compromised, by being brought together''.

A school that strives to be effective should, among other factors, pay attention to its staff development. As Levin (1992: 33) comments that "staff development must be an integral and on-going activity in projects to make the school more effective". Teachers should be afforded an opportunity to grow and develop within their respective teams. School systems that are serious about promoting staff development should design and implement programs that are successfully flexible to permit teachers periodically to opt out of growth activities (Duke, 1993: 711). Duke (1993: 711) further argues that policies that mandate all teachers must all grow according to a fixed schedule and in similar ways or will achieve very little.
A good quality work of life is important to teachers to enhance the quality of their performance and enable them to pass on their knowledge, values and philosophies of learning to their students (Aspin and Chapman, 1994 : 72). The quality of staff development can be greatly enhanced in a school where teachers are, as McMullen (1991 : 168) argues:

1. Encouraged to plan and evaluate their work jointly with their colleagues.

2. Involved in visits to other classrooms and other schools.

3. Encouraged to attend courses and keep up to date on specific curricular areas and educational development in general.

4. Able to lead seminars, both school-based and externally based.

5. Encouraged to study and question their own practices.

6. Involved in managerial decisions.

2.4.11 Resistance to teams

Katzenbach and Smith (1993 : 20-23) cite these as the reasons:

Lack of conviction; when some people do not believe that teams really do perform better than individuals. Others may say that teams are useful from a human relations point of view, but are a hindrance when it comes to work, productivity and decisive action. Some people are the loners who contribute best when left to work quietly on their own. Some find the team approach too time consuming, too uncertain and too risky.
There is also the reluctance to commit one's own fate to a team and this pervades most organisations with performance ethics. There are, again, certain behaviours elicited by team members which hinder effective team functions (Rowland and Birkett, 1991: 40-41). These are the failure to listen to the points made by other team members. Constant reiteration of one's own point of view. Raising irrelevant and unhelpful points. Concentrating on the impression one is making rather than on completing the task at hand. Regularly reiterating arguments instead of recognising them as alternatives.

There is also a failure to: participate; clarify objectives; take notice of time; to be clear about what has been decided, to check about how people are feeling about the discussion. Some people will try to go back and reopen a question which has already been decided while others will advance a particular issue.

2.5 REFLECTIONS ON SOME PREVIOUS RESEARCH FINDINGS

As a result of a school Development Programme, by schools in Washington DC it was found that schools have been transformed from being unwelcome institutions into inviting havens where students, staff and parents are valued for their talents, skills, abilities: where the climate is pleasant and safe and a unified focus on the child prevails (Lofland, 1995: 16-18).

The basic structure of this programme is that a particular school has a team referred to as a Developmental Team which discusses and co-ordinates all school programmes. The involvement of the parents is brought about through a team called Parent Programme Team and its sole purpose is to help schools change from being places where learning takes place to places where everyone wants to be (Ramirez-Smith, 1995: 14).

Other researchers on teams have had wide and varied results. Kessler (1992: 38) after observing Management Teams of Reed union School District, came up with the following suggestions:
1. Involve board members from the beginning

2. Take time to build trust

3. Use neutral facilitators

4. Be honest

5. Be patient

Clift, Johnson, Holland and Veal (1992:904) in a five-year research programme on teams in three elementary schools, one middle school and one high school, indicated that there is a general progression moving from initial ambiguity regarding role definitions for all participants in school teams. There were periods of overload and conflict. They further observed that there was a tentative but shared consensus on the value and importance of teacher leadership for school-wide initiatives. Their findings duplicated similar research conducted by Hart (1990) and Bredson (1991) and others who have documented the complexities of role change in teams.

After a study on school in Lake Washington School District in Kirkland, Washington, Scarr (1992:70) comments that work teams are effective because:

1. Their focus is transformed from a narrow compartmentalised view to a broad far-reaching perspective, and these teams are structured for participation and involvement, as all people at all levels of the organisation are engaged.

Caldwell and Wood (1992:45) conducted a study for Site Based Management at the Greece Centre School District, through their Building Management Teams, and observed the following positive results:
1. Improved school climate.

2. Increased commitment to shared decision making and school based management.

3. Increased teacher participation in decisions within their school and administration.

4. Improved relationships between teachers and administration.

5. Work teams as a forum for participation in the organisation (Scarr, 1992: 70).

West-Burnham (1992:11) highlights some of the previous research findings by other researchers, namely:

Bate (1984) on group culture; Drucker (1985) who says that the success of the team depends on the successful matching of the person to the task at hand; Stephenson (1978) who reported that personality difference seem not to be significant in managing role conflict; Hargreaves (1972) described roles as expected responses of persons occupying a particular position; and Kahn, Wolfe, Quinn, Snoech and Rosenthal (1964) called roles of teams "building blocks of social understanding".

2.6. THEORETICAL FRAMEWORK

The commitment of teachers to the success or failure of the team will be influenced by the extent of their participation in decision making processes in the teams in the school. The principal, as the leader of the school, should provide that forum for teachers, students and parents, in which they can participate in merging their efforts for the improvement of the school climate. Taking part in teams should motivate teachers to assume and develop their leadership capabilities and as such, improve on the joint success of their collective effort in teams.
The leadership that is prevalent at schools should contribute to team development. Reece and Brandt (1990:34) point out two dimensions of supervisory leadership. One dimension, called consideration, reflects the extent to which a supervisor maintains relationships with employees that are characterised by mutual trust, respect and rapport. The other dimension, named structure, reflects the extent to which a supervisor is likely to direct group activities through planning, goal setting, communication, scheduling and evaluation.

Hargreaves and Fullan (1992:14) are of the view that effective leadership can help provide a supportive context for the teacher development efforts in general, not just for specific initiatives. Relevant strategies here include involving staff in decision making processes, valuing staff contributions and working closely together and supporting each other in the improvement and change process.

The success of the external facilitators in developing the leadership style of individual team members will be the determinant that might suggest some theoretical framework for this study. Questions that may guide this framework will be:
1. What is the team’s mission?
2. What is the team’s vision?
3. What are the morals, norms and ethics prevalent in the team?
4. The last question is what guides the individual behaviours of team members and that of the team as a whole?

2.7. CONCLUSION

Teams are a necessary requirement for the implementation of TQM in schools. The secondary schools should strive to offer quality education and it is through the commitment of effective teams that this will be possible. It is imperative that all stakeholders take part in teams, where some cannot do so, they should be informed of the existence of such structures. This will improve the morale of the team and nurture the spirit of participation in school activities.
Murgatroyd and Morgan (1993:154) conclude by noting that the answers to the challenging questions for education rest not in the minds of ministers and their advisers but with the teachers and students. By empowering them to create success through their own self-managing work teams schools might substantially exceed the current level of success.

In a nutshell, this chapter has emphasised the importance of teams according to international literature surveyed and as per literature available in Southern Africa. Authors agree in concert that teams are a sine qua non for effective management of schools.

It appears that principals overlook the importance of the roles that teams of teachers may play in the management of schools. Establishment of teams of teachers in schools will not only be beneficial to the principal alone, but will also be of use to teachers, students and other interested stakeholders in education.

The next chapter will focus on the method used to gather the relevant data. This method is qualitative research design. The researcher will use this method as it is “empirical in that it utilises experiences and observation en route to knowledge” (Rubin and Babbie, 1989:364).

Data collection will be through a questionnaire; observation of teams because “the researcher has first hand experience with informant” (Bogdan and Biklen, 1992; as quoted by Cresswell, 1994:150) and also because the neutral setting is always preferred to a laboratory or controlled setting (Erlandson, Harris, Skipper and Allen, 1993:16); interview of view team leaders and school principals because, among other advantages, an interview provides flexibility as the interviewer can follow whatever leads that seem significant (Krathwohl, 1993:39).
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION TO THE STUDY

In the previous chapter the problem has been posed and investigated by means of literature study. In this chapter the researcher explains the methodology that has been utilised in the collection of data, and motivation will be given to support the choice of these methods.

The aim of this study is to examine:

1. The role of the principals in management of teams. It seeks to find out whether principals are members of teams in their schools and what role they play in such teams; are they team members, team leaders, or ex officio members?

2. Those elements that contribute to effective teams. It will focus on whether teams utilise decision making processes, teamwork, communication, team roles and staff development.

3. How the professional development of teachers is nurtured by their participation in such teams.

It is in the light of the above-mentioned aims that the researcher used the following research method, qualitative method.

3.2 METHODOLOGY AND JUSTIFICATION

After a close perusal of existing literature on teams it was felt that the ideal research design to use will be the qualitative method.
Qualitative research is any kind of research that produces findings not arrived at by means of quantification (Strauss and Corbin, 1990: 17), while quantitative research collects numerical data from individuals or groups and, usually, subjects them to statistical analysis to determine whether there are relationships among them (Slavin, 1992: 11).

Fauler (1982) and Jack (1979) quoted by Bryman (1989: 175) argue that one of the most obvious advantages of deploying qualitative research in tandem is to check the validity of findings using very different approaches to data collection.

Some of the methods with which qualitative research is associated are in-depth open ended interviews, direct observation and written documents (Best and Kahn 1993: 184). This process of qualitative research includes ways of conceptualising, collecting, analysing and interpreting data (Gilgun. Daly and Handel, 1992: 24). Qualitative research makes use of questionnaires and rating scales (McLeod, 1994: 64 and Krathwohl, 1993: 388-390).

The qualitative design is "empirical in that it utilises experience and observation en route to knowledge" (Rubin and Babbie, 1989: 364).

3.3 POPULATION

A population is a group of persons (or institutions, events or other subjects of study) that one wishes to describe or about which one wishes to generalise (Vogt, 1993: 174).

It can also be described as the group to which the researcher would like the results of a study to be generalizable (Gay, 1990: 546) or a group to which generalisations are extended (Black, 1993: 42-43).

The total population of this study comprises eighteen (18) secondary schools in Soweto West District. These schools fall under the auspices of the Gauteng Department of Education.
The population in this study is homogeneous in that it follows the same rules and regulations, and uses similar School Management Manuals supplied by the former Department of Education and Training. They have the same inspectorate and similar subject advisers. Rubbin and Babble (1989: 215) contend that a homogeneous population produces samples with smaller sampling errors.

3.4 SAMPLE AND SAMPLING PROCEDURE

A sample is a group of subjects chosen from a larger group ("population") to which findings are assumed to apply (Slavin, 1992: 252).

The sample in this study, two secondary schools in Soweto West District, fall under the auspices of the Gauteng Department of Education. The population in this regard consists of eighteen high schools (with about 900 teachers).

The two schools were randomly sampled and mirror the population chosen in that they:

1. Fall under the jurisdiction of the Gauteng Education Department;

2. All apply same rules and regulations from the Manual for School Organisation from the previous education department, and,

3. They all utilise the same school inspectors, and similar subject advisers.

Incidentally the two (2) schools happened to be among the top ten (10) secondary schools to achieve good results in the 1994 matriculation examinations.

They were chosen because of their accessibility and proximity. They also have less absenteeism from both teachers and students.
The eighty (80) respondents who participated in this study were secondary school teachers. These were randomly selected with the assistance of the principals of the two schools. Eighteen (18) were absent on one or more of the four data collection days. The total number of teachers who completed their questionnaire was sixty two (62).

The teachers were informed that their participation was voluntary and that their responses would be kept anonymous.

The team leaders were also randomly assigned because, as Woods and Catanzaro (1988:36) argue. If certain subjects were chosen before the researcher could show bias in this respect.

The essence of random assignments is that, as Slavin (1992:18) contends, there is no way to tell in advance who will receive treatment.

3.5. VALIDITY AND RELIABILITY

Krathwohl (1993:741) says that validity is the evidence that a test measures what it is intended to measure. Sprinthall, Schmutte and Sirois (1991:382) agree further and says that it is when a test measures what it purports to measure.

Reliability is, on the other hand, evidence that a test measured consistently in some respect. (Krathwohl, 1993:741).

To test the reliability of the interview responses, these were given back to the respondents for verification, clarification and correction.

3.6. RESEARCH INSTRUMENTS

Data in this study will be amassed making use of the following instruments:

1. A questionnaire for teachers (Appendix A)
2. An interview questionnaire for team leaders (Appendix B)

3. An interview questionnaire for principals (appendix C)

4. Observation of teams in action (Appendix D).

During the course of this chapter motivation will be given why these instruments were chosen.

3.6.1 Questionnaire for teachers (Appendix A)

This questionnaire was drawn up in the simplest language. A questionnaire is a list of written questions usually consisting of one or more scales, to which respondents make written responses (Slavin, 1992 : 251). McMillan and Schumacher (1993 : 597) extends this further and argue that "it assesses attitudes, opinion, beliefs and biographical formations".

In total the questionnaire has thirty (30) statements based on the Likert scale. A Likert scale is an instrument that asks individuals to respond to a series of statements by indicating whether he/she strongly agrees (S.A), agrees (A), is undecided (U), disagrees (D), or strongly disagrees (S.D) with each statement (Gay, 1990 : 546), The value of a Likert scale, according to Rubin and Babbie (1989 : 179-180), is the unambiguous ordinality of response categories. The respondents had to place a cross in an appropriate square.

The researcher used a questionnaire since it tends to be more reliable, because it is anonymous, economical and encourages greater honesty (Cohen and Manion, 1989 : 319). The questionnaire was sub-divided, for the sake of analysis, as follows, which will highlight its overall aim.

TABLE 3.1: presents the overall aim of the questionnaire for teachers.
TABLE 3.1: resents the overall aim of the questionnaire for teachers.

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<tr>
<th>Statements</th>
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<td>1 - 10</td>
<td>Decision making</td>
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<td>Communication</td>
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<td>Teamwork</td>
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<td>Staff Development</td>
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<td>28 - 30</td>
<td>Conflict Resolution</td>
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Eighty (80) questionnaires were issued and sixty-two (62) of these were returned. This means a response rate of 77.5%. The other eighteen (18) questionnaires were difficult to retrieve as various reasons were given for not completing them.

The researcher as a “primary research instrument” (Erlandson, Harris, Skipper and Allen, 1993: 16) can personally hand out questionnaires so that any problems that crop up can be handled immediately.

There are some prospective respondents who could not be present in all sessions and requested that they be permitted to fill in these questionnaires at their homes. Most of these were form part of the eighteen (18) unreturned questionnaires.

3.6.2 Interview questionnaires for team leaders (Appendix B)

In order to get a better understanding of the functioning of teams in secondary schools, the researcher compiled a questionnaire to be used as a basis for interviewing team leaders, who are key informants.
A key informant interview, therefore, is an in-depth interview of an individual who has special knowledge, status, or communication skills (McMillan and Schumacher, 1983: 598). This type of interview enables us to learn about institutionalised norms and status (Wolcott, 1992: 21).

The interviews conducted were semi-structured in that they allow depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee’s responses (Hitchcock and Hughes, 1993: 83).

The purpose of an interview, Seidman (1991: 3) argues, is not to get answers to questions, to test the hypothesis and not to "evaluate" as the term is normally used. At the root of in-depth interviewing is an interest in understanding the experience of other people and the meaning they attach to that experience.

The researcher conducted the interviews personally to ensure that all questionnaires were answered. And also, as Greenwood and Gaunt (1994: 30) point out, to give the interviewer the opportunity to explore points in more detail and respondents can be asked to clarify their responses, "making the data from an interview potentially richer and more complete" (Slavin, 1992: 87).

Two (2) team leaders were interviewed at school after official school hours.

3.6.3. Interview questionnaire for principals (Appendix C)

In gathering information from the principals the researcher had to use an interview method because this allows the researcher and the respondent to move back and forth in time, to reconstruct the past, interpret the present, and predict the future (Guba and Lincoln, 1985: cited by Erlandson, Harris, Skipper and Allen, 1993: 55). The principal interview format was semi-structured. This entailed a carefully worded interview schedule.
Two principals were interviewed at school after official school hours. The purpose of these interviews were to determine the principals’ role in the realisation of the aims mentioned in paragraph 3.1.

Data acquired during interviews will be presented in chapter four.

3.6.4. Observation of teams in action (Appendix D)

Observation is a research technique which utilises direct contact between the researcher and the phenomenon under investigation (Van Rensburg, Landman and Bodestein, 1994:462). Marshall and Rossman (1989) quoted by Erlandson, Harris, Skipper and Allen (1993:94) adds to this definition and argue that it is ‘the systematic description of events, behaviours, and artefacts in the social settings chosen for study’.

Using the observational method necessitated that the researcher be present when teams were in action. The researcher was able to observe one team (Appendix D (a) during school hours when there was a crisis at this particular school. The other observation was of a meeting of Parents, Teachers, Students Association (P.T.S.A) (Appendix D (b). This latter observation was on a weekend.

In the first observation the researcher participated in the meeting because “the researcher routinely get access to data that is unavailable to non-participants” (Adler and Adler, 1987; quoted by Wagner, 1993:11) and this allows the investigator an inside look at the situation through the eyes of the participants (Yin, 1989; as cited Wagner, 1993:11).

In the second observation the researcher applied non-participant observation so that “the researcher should not intentionally interact with, or effect, object of observation” (Gay, 1990:206, 547).
The advantage of observation is that the investigator is able to discern ongoing behaviour as it occurs and is able to make appropriate note about its salient features (Cohen and Manion, 1989: 128). Adler and Adler (1994: 382) contend that one of the greatest strengths of the observation method lies in the ease with which the researcher gains entry into settings.

3.7. PILOT STUDY

A pilot study is a trial run of the survey using similar questions and similar subjects as in the final survey (Van Rensburg, Landman and Bodestein, 1994: 493).

A pilot study was undertaken with fifteen teachers, two team leaders and one principal. The purpose of this study was to see whether there are any problems with the completion of the questionnaires. The other purpose was to refine the questionnaire and determine its duration. The pilot study was also necessary to test the concepts and research questions.

Minimal alterations were done to these questionnaires.

3.8. LIMITATIONS

The researcher sought permission (Appendix E) to visit school to carry out the study. No such permission was granted as numerous attempts to get such a response proved unsuccessful. The researcher had to conduct this study after official school hours when the teachers were in a hurry to attend private matters and could possibly be tired. The school became the most convenient place to meet all respondents.

Permission was obtained from each respondent to carry out these interviews because as Kai Erikson, 1986; quoted by Fontana and Frey (1994: 372) argues that they are vehemently opposed to the study of uninformed subjects.
Using observation as a method necessitate that the researcher be present during team deliberations. Observations were done in schools at convenient times both for the researcher and the respondents. Nonetheless, in certain instances, the researcher would be given time and date for team meeting only to find out on the appointment day that the meeting had been postponed to a later date.

Where a meeting materialised the researcher explained the role and purpose of the study to prospective respondents, nevertheless, a number of team members were uncomfortable with this. The researcher was asked numerous questions mostly about the anonymity and confidentiality of the questionnaires.

Another limitation was the fact that most respondents had a problem with the concept team as they are familiar with the Department of Education and Training Manual for school organisation (1994 : Section A pp.5 : 14) which refers to a team as "an auxilliary committee for general school activities". It further says that "the committee works as a team" (Section F : pp.11).

3.9. CONCLUSION

This chapter has focused on the methodology utilised in the acquisition of data. Measuring instruments which were used have been stated and reasons were also tendered.

The next chapter will analyse and interpret the data collected.
CHAPTER FOUR

DATA PRESENTATION

4.1. INTRODUCTION

The purpose of this chapter is to present the findings of the research study.

The aim of this study was to examine:

1. The role of the principal in management of teams. It further sought to probe whether principals are members of such teams in their schools and what roles do they play in such teams; team leader, team member or ex officio member.

2. Those elements that contribute to effective teams. Is the effectiveness of successful teams attributable to internal influence of school authorities, team members or ex officio members.

3. The role being played by teams in the professional development of teachers.

The basic assumptions guiding this study are the following:

1. Principals make use of teams to carry out management decisions.

2. Teams in schools are made up of the principal, teachers, student and parents.

3. What contribution do teams make in the professional development of teachers?
4. How is teamwork maintained by team leaders within teams?

5. How does the principal solve problems between and among teams?

During the course of this chapter the researcher will present, analyse and interpret the data collected.

4.2. DATA PRESENTATION

Data to be presented here was amassed through the utilisation of the following research instruments:

1. Questionnaire for teachers (Appendix A).
2. Interview questionnaire for team leaders (Appendix B).
3. Interview questionnaire for principals (Appendix C).
4. Observation of teams in action (Appendix D).

4.3. RESULTS AND INTERPRETATION OF THE TEACHERS' QUESTIONNAIRE

The teachers' interview questionnaire (Appendix A) was based on the Likert scale and had thirty (30) questions.

Questions 1 - 10 focused on the role teachers play in decision making and communication in teams. Questions 11 - 16 sought to find out whether teachers are familiar with their team's goals and is there teamwork within teams in the school. Questions 17 - 23 probed the teachers' role in team building, while questions 24 - 30 looked at the role teachers play in staff development and conflict resolution.
TABLE 4.2.1. presents the results of questions No. 1 - 5 the objective of which was to determine the role played by teachers in decision-making in teams and in the schools.

<table>
<thead>
<tr>
<th>Question</th>
<th>Disagree Strongly</th>
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<td>71</td>
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</tbody>
</table>

61%

1. Forty-percent (40.3%) of the respondents strongly agree that whenever decisions are taken all team members are consulted.

2. Forty-five percent (45.1%) strongly agree that they are given information before hand about important decisions made so that they come to discussions with meetings prepared.

3. Fifty-percent (50.0%) strongly disagree that there is a clear procedure for involving students in team decisions.

4. Fifty-nine percent (59.7%) feel that they are not being involved in management decisions.

5. Fifty-six percent (56.4%) agree strongly that decisions in the team are never adhered to.
The key theme of questions 1 - 5 is to determine what role do teachers play in decision making processes in teams. It seems that there is consultation among team members prior to vital decisions being taken. Although teachers still feel that they are not being involved in management decisions. This does not go along with the assumption that principals make use of teams to carry out management decisions.

Another stakeholder in education, the student, appears not to be given an opportunity to participate in team decisions, this disproves the assumption that teams in schools are made up of principals, teachers, students and parents.

TABLE 4.2.2. presents the results of No. 6 - 10 whose main objectives was to highlight the level of communication within teams.

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<thead>
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<th>Question</th>
<th>Disagree Strongly</th>
<th>Disagree</th>
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<td>9.7</td>
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<td>7</td>
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<td>22.6</td>
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<td>9</td>
<td>10</td>
<td>16.1</td>
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<td>11.3</td>
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<td>10</td>
<td>23</td>
<td>37.0</td>
<td>21</td>
<td>33.9</td>
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<td>8.1</td>
</tr>
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</table>

6. Sixty-six percent (66.1%) agree strongly that some of them have more information than the others about the developments in the team and in the school.

7. About forty percent (40.3%) disagree strongly that whenever change is introduced in the team they are consulted.
8. Twenty-nine percent (29.0%) disagree strongly that there is an open and free communication in their teams.

9. Half the respondents (50.0%) agree strongly that there are some teachers in the team who take over team discussions and pursue their own agenda.

10. Thirty-seven percent (37.0%) disagree strongly that they get personal support from their team members.

Questions 6 - 10 were inserted to determine the level of communication among team members and between teams in schools. It appears that whenever information is disseminated to team members this is not equitably done. This is evidenced by the response to question six (6) where as high as sixty-six percent (66.1%) of the respondents feel that other team members have more knowledge about the developments in the school than they do. This highlights the assumption that communication, one of the elements of effective teams, is not adequately addressed by teams in schools.

TABLE 4.2.3.: presents the results of questions No. 11 to 14 the purpose of which was to determine whether there is teamwork within teams in schools.

<table>
<thead>
<tr>
<th>Question</th>
<th>Disagree Strongly</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
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<td>14</td>
<td>22.6</td>
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<tr>
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<td>19</td>
<td>30.6</td>
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<td>6.5</td>
<td>8</td>
<td>12.9</td>
<td>10</td>
<td>16.1</td>
</tr>
</tbody>
</table>
11. Forty-three percent (43.5%) agree strongly that their feelings and emotions are suppressed during team discussions.

12. Forty-six percent (46.8%) agree that their counterparts get defensive whenever they meet resistance to their ideas.

13. Thirty-percent (30.6%) are undecided about treating every team member as having potential value.

14. Fifty-three percent (53.2%) agree that there are strong egos in the team which hinder free participation.

Questions 11 - 14 were an attempt to indicate whether teamwork is in existence among team members. Teachers appear to have overlooked the value and benefit of teamwork. This is shown by teachers who are undecided about how they regard their team members' ideas. There is a need to have a constructive, open and positive discussion instead of defensive posturing (Question 12). The assumption that teamwork is being maintained in teams by team leaders is also being disproved by these responses.

TABLE 4.2.4: presents the results of questions No. 15 to 16 which were meant to find out whether teachers are aware of team goals and whether they are confident that teams can achieve these goals.

<table>
<thead>
<tr>
<th>Question</th>
<th>Disagree Strongly</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
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<td>15</td>
<td>9  14.5</td>
<td>28  45.2</td>
<td>4  6.5</td>
<td>10  16.1</td>
<td>11  17.7</td>
<td>62  100</td>
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<tr>
<td>16</td>
<td>5  8.1</td>
<td>32  51.6</td>
<td>7  11.3</td>
<td>3  4.8</td>
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</tr>
</tbody>
</table>
15. Forty-five percent (45.5%) do not know what the major goal of their team is.

16. Fifty-one percent (51.6%) have no confidence in their teams' ability to achieve its major goal.

Questions 15 - 16 were meant to determine whether team members are conversant with the goal of their team. Teachers are participating in team activities without knowing the goal of the team. There is a danger that teams may be bogged down in trivialities and lose sight of school aims. Participation and involvement in management decisions will afford team members the opportunity to know and understand the team's goal. These responses for question fifteen (15) and sixteen (16) show that the sub-question asked in chapter one: What role do teams play in developing vision and mission statements in schools, can be answered in the negative.

TABLE 4.2.5. presents the results of No. 17 to 21 which looked at the essential element of effective teams, namely, team building.

<table>
<thead>
<tr>
<th>Question</th>
<th>Disagree Strongly</th>
<th>Disagree</th>
<th>Undecided</th>
<th>Agree</th>
<th>Agree Strongly</th>
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<td>17</td>
<td>26 41.9</td>
<td>18 29.0</td>
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<tr>
<td>18</td>
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<td>10 16.1</td>
<td>15 24.2</td>
<td>30 48.4</td>
<td>4 6.5</td>
<td>62 100</td>
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<td>19</td>
<td>14 22.6</td>
<td>27 43.5</td>
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<td>13 21.0</td>
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<td>20</td>
<td>12 19.4</td>
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</table>

17. Forty-one percent (41.9%) do not consult other teams whenever they experience problems.
18. Forty-eight percent (48.4%) agree that they share vital information with their team members.

19. Forty-three percent (43.5%) disagree that whenever a task is given there is a fair distribution of work and responsibility.

20. Forty-three (43.5%) agree that they are free with each other and do feel threatened when someone disagrees with them.

21. Forty-percent (40.3%) are undecided about what is it that they gain from their team members.

Questions 17 - 21 investigated whether teams do pursue team building processes. It appears that there is little interchange of ideas and information among teams. Teams seem not to work collaboratively in pursuing its objective and the school's aims. Regular meetings will afford teachers opportunities to value their team members' ideas and not be undecided (Question 21).

TABLE 4.2.6. presents the results of questions No. 22 to 23 the purpose of which was to find out what roles do teachers play in teams.

<table>
<thead>
<tr>
<th>Question</th>
<th>Disagree Strongly</th>
<th>Disagree</th>
<th>Undecided</th>
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<td>25 40.3</td>
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</table>

22. Forty-one percent (41.9%) disagree that their team leader behaves as another team member.
23. Forty-percent (40.3%) agree that team discussions / meetings are always led and chaired by the same person.

Questions 22 to 23 were a global evaluation of the role of the team leader and team members in team processes. It seems that there is a measure of distrust of the role of the team leader plays in the team. Team leaders need to lead by involving team members in team processes. By allowing free participation and role interchange and thus avoiding discussions and meetings being led and chaired by the same individual (Question 23).

TABLE 4.2.7 presents the results of questions No. 24 to 27 which were meant to find out how is staff development nurtured by teams.

<table>
<thead>
<tr>
<th>Question</th>
<th>Disagree Strongly</th>
<th>Disagree</th>
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<tr>
<td>24</td>
<td>31 50.0</td>
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<td>32 51.6</td>
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<td>19 30.6</td>
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<td>2 3.9</td>
<td>8 12.9</td>
<td>12 19.4</td>
<td>62 100</td>
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</table>

24. Half the respondents (50.0%) do not know who to consult about their professional development needs.

25. Forty percent (40.3%) do not agree that they are given feedback about their performance within the team.

26. Fifty one percent (51.6%) disagree strongly that they meet with other team members about aspects of classroom management.
27. About thirty-three percent (33.9%) disagree that they are able to lead discussions / meetings.

Questions 24 - 27 have been included to find out the extent of staff development within teams. It appears that teachers are uncertain who to consult about their professional development within the team (Question 24). There is also a lack of ongoing performance feedback which will curb the problem highlighted by question 25.

TABLE 4.2.8. presents the results of questions No. 28 to 30 which focused on the teams' role in conflict resolution.

<table>
<thead>
<tr>
<th>Question</th>
<th>Disagree Strongly</th>
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28. Thirty-two percent (32.3%) are undecided about what happens in a conflict situation, whether team meetings deal with issues rather than with personalities.

29. Forty-eight percent (48.4%) disagree that their team has the ability to use conflict in a positive way.

30. Forty-five percent (45.2%) disagree that when serious conflict occurs between members, others step in to help them work it out.

Questions 28 - 30 probed whether teams are able to handle conflict or they are unable to do so. It appears that team members have no confidence in their team's ability to solve conflicts amicably. Team members also appear not to work towards mutual problem solving when there is a conflict. Teams seem not to be aware that conflict can be managed to the benefit of the individual members and the efforts of the team.
4.4. OUTCOME OF TEAM LEADERS' INTERVIEWS

Team leaders interviewed were in agreement, according to data collected, that teams in their schools are formulated according to the following aspects: Academic matters, social relationships, conflict resolution, financing and sundry activities.

1. Academic matters teams deal with educational affairs. They ensure that all activities in the school are co-ordinated towards the attainment of the school aim.

2. Social relationship teams look at the social needs and responsibilities of the entire staff in the school.

3. Conflict resolution teams have the task of solving problems and conflicts amicably.

4. Finance teams focus on the acquisition and spending of funds in the school and provide annual reports on the financial standing of the team and the school.

5. Sundry activities team handle any other matter not dealt with by the above-mentioned teams.

4.5. RESULTS OF PRINCIPALS' INTERVIEWS

The respondents have more than fifteen (15) years in the teaching profession. They have been teachers, head of departments, then deputy principals, now they are in the principalship positions.

The schools of the two respondents have established committees (Teams are called committees in both schools as explained in chapter three (3) paragraph 3.8.).
4.5.1. Establishments of teams in schools

Most of these teams (committees) have been in existence for more than ten years. "Since I came to this school I found that there were already teams in existence. Mine was to establish others which did not cover certain areas," one respondent commented.

On being probed further to give specific examples, the respondent said that he found that there were subject committees which were functional within the school and never co-ordinated with other subject teams in other schools. This principal was to form a liaison subject committee comprising members of both schools. Due to the political situations in schools, these committees activities have been reduced to mere consultation.

4.5.2. Delegation of management decisions to teams

One interviewee said that he delegated those functions that cannot be done by the deputy principal. Another said, "I allowed decisions to be taken in the area of sports, social activities, stock control, examination, admission, subject co-ordination and subject teaching control. These respondents assert that they have delegated those decisions that affect teams directly.

The interviews were also in agreement that they never delegated management decisions to teams. This disproves the assumption stated in chapter one that principals make use of teams to carry out management decisions. Examples of management decisions are: decisions on when to run a training course for teachers; when to commence with the final year examination; how many children should be enrolled for a particular year and also decisions about curriculum development.

4.5.2.1. Decision making and time consumption

According to the respondents, it takes a lot of time to make decisions when teams have to be consulted, even though according to them, this is advantageous in the long term as no one can claim not to know when they were part of the decision making process.
4.5.2.2. **Student participation in decision making**

The student body has been allowed to form the Student Representatives Council (S.R.C.) and some members of this council are part of the P.T.S.A. This is the platform students use to communicate with the school authorities.

4.5.3. **Conflict resolution and teams**

The respondents said that possible friction between and among teams, in their schools, is lessened by fostering the spirit of co-operation and consultation. In other instances, the respondents utilise the deputy principal to solve apparent conflict situations. "The key task is the ability to develop effective teamwork" one interviewee argued.

4.5.4. **Community involvement in schools**

The principals said that they acknowledge that parents are important stakeholders in the education of their children, as a result they need to be drawn to educational deliberations to play a significant role in that regard. This is ensured by inviting parents to take part in fund raising, selling refreshments during school bazaars and also by joining the school's P.T.S.A.

4.5.5. **Professional development of staff members**

One principal said that he lets teachers observe each other during their lessons, although this is reluctantly done by teachers. The other said that he encourages the entire staff to improve themselves by studying further as, "I believe that a teacher should keep abreast of educational developments".

As far as external training of teams is concerned this has never been recommended by principals. They felt that teams are in no need of such knowledge.
One respondent said that it has not been possible to utilise those agencies because, "a moratorium was placed by a particular teachers' union about consulting structures other than those they (the union) approve of. Now that we have new educational authorities I hope this matter will be attended to," the other principal hinted. "There is a positive future as long as the educated are willing to work with the learning" one respondent wrapped up the interview.

4.6. TEAM OBSERVATION FINDINGS
Team under scrutiny were the Crisis team and the P.T.S.A. These are the outcome.

4.6.1 Crisis Team
A crisis team, according to Purvis, Porter, Authement and Boreu (1991 :331) is established to deal with any crisis in the school. The crisis teams in this school has been establishment on an ad hoc basis. It appears that whenever a crisis occurs the entire staff has to come together to solve the problem at hand.

4.6.1. Crisis team and professional development of teachers
It is not possible for teachers in this team to benefit professionally from participating in its activities as their number is too high (about forty five teachers in all). The team has no chairperson, let alone an executive, chosen by the members. Whoever is chosen at the time leads the discussion. There is a danger that only similar individual chair the meetings and others do not get opportunities to build their communication skills. This observation confirms the results of teachers' questionnaire, question 27 where thirty three percent of the teachers disagree that they are able to lead discussions/meetings.

4.6.1.2 Communication and crisis team
There was no agenda as this was an emergency meeting. Nevertheless, for the sake of progress, there needs to have been an agenda to give direction to the deliberations. There were no secretaries on either side to take down minutes or resolutions. A few teachers were seen, by the researcher, taking down notes, and later on it came out that these few teachers were the ones most active in the discussion.
The team has no regular meetings, this was revealed by one informant. Meetings are only held when there is a serious problem that threatens the stability of the school activities. Because of the high number of team members, about forty five (45), not all teachers take active part in team discussions/meetings.

4.6.1.3. Conflict resolution and crisis team

In an informal interview with one teacher the researcher was told that this team solves issues that are of serious nature, for example, when two staff members fight or when the school is being attacked by another school due to political intolerance.

Another further enquiry highlighted the fact that this team sometimes function as a disciplinary committee. No formal training has ever been given to this team about conflict resolution and some members rely on their "knowledge they acquired elsewhere" one member said.

4.6.1.4. General observation

There is ignorance, by the members, of the rules and regulations pertaining to corporal punishment. Instead of a cane being utilised, a piece of a hose pipe is utilised. D.E.T. Manual for School Organisation (Section B: pp.6) says that, "corporal punishment shall be administered in isolation by the principal : provided that any member of the staff may administer corporal punishment in the presence and with the approval of the principal". It goes on to say that any punishment imposed or meted out shall be recorded in a punishment register. Nowhere in the discussion was there any mention of the permission being granted to the two teachers by the principal. Further inquiry from the principal and some staff members revealed that no record of punishment is kept.

It also appears that there is no constitution to govern the activities of the crisis team.

4.6.2. Parent, Teachers, Students Association (P.T.S.A.)
4.6.2.1. \textit{Communication within the P.T.S.A.}

The meeting did not start as scheduled. It started three quarters of an hour late. Most parents present were visibly impatient. The minutes of the previous meeting were not read.

The executive committee was poorly represented. Only one SRC member, the Chairperson, was present. Other members of the P.T.S.A. did not form a quorum, nonetheless the meeting went ahead with some members coming in late. Only a third of the staff members were present and the parents had a poor attendance too.

4.6.2.2. \textit{Teamwork within the P.T.S.A.}

Teams in this school are not crossfunctional, as a result there would not be any need to form another committee of twenty (20) to solve problems in the school. In principle this committee serves as a disciplinary committee and a crisis team and these are already in existence in this school.

4.6.2.3. \textit{Professional development and P.T.S.A.}

There is minimal communication between the principal and the deputy principal. Every time questions are thrown at the deputy principal she would allude to the fact that the principal is the one who has all the relevant information. This outcome coincided with the results of the principals' interviews that principals do not delegate management decisions to teams, hence the deputy principal is blank about vital information that needs to be told to parents, teachers and students. Some teachers who are secretaries of other teams were absent without any apology and they were expected to give a report back to parents about developments in their teams. This could not be done due to their absence from this meeting.
4.6.2.4. P.T.S.A. and team members' roles

Members of the team seem to join such a team for their own ends and not for the good of the school. The chairman of the team has missed out on a number of meetings in the past. He has informed the deputy chairman that he is no longer interested in the chairmanship of this team as his child is no longer a student at this school. This outcome underlines the importance of the sub-question asked in chapter one, namely, what elements are essential for team effectiveness? Stable team leadership seems to be one of those elements that is important in this regard.

4.7. CONCLUSION

In this chapter the data that has been gathered during the field survey has been presented. The instruments utilised were:

1. A questionnaire for teachers (Appendix A).

2. An interview questionnaire for team leaders (Appendix B).

3. An interview questionnaire for principals (Appendix C).

4. The observation of teams in action (Appendix D).

Chapter five is going to provide conclusions drawn from the research findings. A discussion and recommendations will also be tendered. A conclusion will wrap up the chapter.
CHAPTER FIVE

CONCLUSIONS, DISCUSSIONS AND RECOMMENDATIONS

5.1. INTRODUCTION TO THE STUDY

This chapter provided a discussion on major themes that guided the entire study. Assumptions formulated in chapter one will be stated and conclusions drawn from the data analysed will be given as well.

Recommendations will be made pertaining to teams, team leaders, principals and further research. A conclusion will wrap up this study.

5.2. THE ASSUMPTIONS GUIDING THE STUDY

The following assumptions guided the study:

1. In most schools principals make use of teams to carry out management decisions.

2. Teams in secondary schools are made up of the principal, teachers, students and parents.

The following sub-questions guided this study:

1. How do teams assist in the professional development of teachers?

2. What roles do teachers play in developing visions and mission statements in the school.

3. How is the professional development of teachers nurtured by teams?
4. How is teamwork maintained in schools?

5. How are problems solved by team leaders within teams?

6. How does the principal solve conflict between teams?

7. Who elects team leaders, team members or the principal?

8. What elements are essential for team effectiveness?

5.3. THEORETICAL FRAMEWORK

As reviewed in chapter two the theoretical framework that guided this study centres around the point that teachers should be committed to the success of the decision making process in the school through their participation in teams.

A forum should be provided by the principal for the participation of teachers, students, and parents in the improvement of the school climate. The leadership role manifested in schools, therefore, needs to provide a supportive context for the teacher development in general, not just specific initiatives. Relevant strategies here include involving staff in decision making processes, valuing staff contributions and initiatives, and developing school culture in which teachers work closely together and support each other in the improvement and change process.

The role that external facilitators play in developing leadership style of individual team members was the determinant that suggested some theoretical framework.

Grand questions that guided this framework have been:

1. What is the team's mission and vision?

2. What are the norms, morals, and ethics prevalent in the team?
5.4. CONCLUSIONS DRAWN FROM THE RESEARCH FINDINGS

These are the conclusions drawn from the literature study, team leaders and principals' interviews, and teachers' survey questionnaire. The method utilised in this regard is the qualitative decision. The qualitative research methods used were: key informant interviews, and observation of teams in action while a questionnaire, based on the Likert scale, served as an example of quantitative research. The entire sample was drawn from teachers and principals in selected secondary schools.

An in-depth study of the most recent and relevant literature was undertaken to provide a literature perspective of teams.

5.4.1. Conclusions drawn from literature study

1. An important character of effective schools is that management of the school is not the unique task of those at the apex of a hierarchy but a shared responsibility of all who are involved in the school task.

2. Teams provide a process that allows those closer to the point of implementation to be involved in designing plans and strategies that will propel the organisation close to its vision.

3. Teams bring multi-perspective thinking to the task at hand or the problem being experienced. The essence of a team is that all participants work together to achieve a common goal.

4. The principal should involve all stakeholders in decision making processes, thus, enabling him access to many ideas. Teachers will feel more accountable when they have helped to make decisions and students will also have a freer and richer learning environment.
5. When there is teamwork everyone knows precisely what the task and responsibility is, and what the co-ordinating aim is.

6. The team leader should set a tone for team commitment by sharing a warm, caring attitude, stopping conflicts immediately, and promoting harmony at every opportunity.

7. Team members should be able to participate fully in exploring the need for change before any decision about the nature and extent of the proposed change.

5.4.2. **Conclusion drawn from field surveys**

1. As far as teacher involvement is concerned, the majority of teachers feel that they are not being involved in management decisions. This has been confirmed by the data obtained from the principals' interviews.

2. As far as identifying what the goal of the team is, teachers as team members are uncertain of this. This does not bode well for the attainment of the school's aim. The team's goal should, in essence, propel the team towards the realisation and achieving of the overall school aim.

3. As far as the professional development of teachers is concerned, this appears not to be adequately addressed by the school authorities. As a result of this, teams are unable to function in unison to improve the school climate. This is manifested by the lack of feedback between the teachers and the management team.

4. As far as conflict is concerned, this skill seems not to be well entrenched in teams hence lack of confidence by team members in their team's ability to solve conflicts amicably.
5. As far as the size of the team is concerned, some teams appear to have large number of members and this retards progress as other team members do not take active part in team's proceedings and they come in and out of meetings unnoticed.

6. As far as team meetings are concerned, it appears that teams do not hold regular meetings, consequently, members miss out on vital developments in the team and within the school.

5.5. DISCUSSION

This study sought to highlight the importance of effective teams as part of the management structures. It is envisaged that this study will help those principals who need to utilise teams in their schools in carrying out essential decisions.

Data gathered in the field survey revealed that ascending to team leadership is influenced by the status one holds in the school. The team leaders, the researcher spoke to, occupy positions of heads of departments. They are even, in certain instances, leaders of more than one team.

Team leaders take decisions that have to do with problem solving, staff development, budget, and staff motivation. It appears that management decisions are left to the senior management team. Team members are afforded an opportunity to participate in setting team goals, although as one team leader points out "they seem not to be too enthusiastic about this".

On further enquiry of what could be the problem for the reluctance of team members in setting goals, team leaders agreed in concert that it could be because being part of the team that set goals binds everyone to strive for the attainment of that goal.

Teams do not hold regular meetings. These are held two or three times per quarter of a year. Teams appear not to utilise the value of meetings. The interviewees concurred that their teams comprise eight (8) to twelve (12) members.
While communication is encouraged among team members by the team leaders, it appears that there is very little feedback that team leaders receive; "Team members shy away from talking to me about myself" one team leader commented.

There are qualities that a leader should have as revealed by numerous literature on management and leadership. In this study it looks like honesty and trust are the virtues that team leaders should advocate to prospective team leaders. "Begin by trusting yourself that you can lead then you can trust other people" one team leader emphasised. Another remark highlighted was that "team leaders should work honestly with their team and not look down upon your team mates".

The responsibility of running schools should not be left solely to the principal, teachers as well should be afforded the opportunity to take part in the school leadership. This point is put across succinctly by Mampuru and Spoelstra (1994 :5) thus "The educational training institution should train teachers to teach but also train and prepare potential school leaders for the demands of higher positions".

Leadership in schools should be entrenched in teams through the process of empowerment. Bottery (1994 :34) argues that empowering is concerned with motivating, and with assigning authority to the right person. This means that leaders in schools should pledge themselves with integrity of purpose to make schools places where effective teaching and learning occurs, with minimal disruption. They need to spearhead changes, through team, and strive to improve the school climate so that stakeholders in education can feel free to take part in educational deliberations.

5.6. RECOMMENDATIONS

The following recommendations flow from the conclusions drawn after analysis of data gathered.

5.6.1. Teams

1. For P.T.S.A. is to be effective, as governors of schools, should convene and attend meetings, do their background reading about the school and the curriculum, visit the school to learn staff names and responsibilities, and attend school functions (Thody, 1994 : 6)
2. Teams should have files which may contain minutes, memos, reports, and proposals. Rules regarding confidentiality and access to teams files should be determined by each team at the start of its work (Harrington-Mackin, 1994: 41).

3. Coaching should be seen as an improvement strategy whereby teachers receive guidance and feedback about their teaching. This approach, as Sager and Barnett (1994: 94) highlight it, should also emphasise that teachers determine their own needs rather than having someone else's rules or standards imposed on them.

4. Poston (1994: 28) advises that the acronym TEAM stands for "Together Everyone Accomplishes More".

5.6.2. **Team leaders**

Team leaders also have an important role to play in staff motivation, staff professionalism and team building since they are very close to the teachers in their teams. The following will serve as recommendations for aspirant team leaders:

**Team leaders:**

1. Should convene team meetings once a week to improve the inflow of information.

2. Should not dominate group activities, this means that team leadership needs to be rotated to foster professional growth. The team leader has a responsibility to bring the members of the team to work together to achieve a common objective, this is called "co-operation" (Kainan, 1994: 5).

3. Should recognise the achievement of team members, no matter how small that may be. Woodburn (1994: 12) says that "In essence the goal of an effective team member is to be recognised as a valued member of the team not necessarily as the team leader". Talk more of "we" (collectively) rather than "me" (individually). Quick (1992: 96) adds that rewards for any accomplishment should be immediate, specific and consistent.
4. Involve all team members in decision making processes. Utilise the knowledge that team members have by affording them opportunities to take part in team deliberations. "Employees (team members) participation produces higher quality decisions, it puts the responsibility for improvement in the hands of those capable of effecting performance....it builds group commitment to the desired outcomes" (Bechtel, 1995 :79).

5. Serve as a mediator during team conflicts to create resolutions that are acceptable to all parties involved. "Self aware team leaders admit mistakes openly" (Fisher, 1993 :232).

5.6.3. **Principals**

The principals' role in school leadership cannot be over emphasised. In the light of the conclusions drawn after perusing various data obtained the researcher recommends that principals:

1. Establish a mission statement, which will propel the teams closer to the attainment of the school aim. The new paradigm for education, Kaufman (1995 : 143) points out, is a shared vision, shared mission, and unique contribution by all stakeholders all towards worthy ends.

2. Should know what is happening in all teams as this will enable him to keep abreast of developments in the school.

3. Should promote a participative, flexible, creative and effective school by establishing inter-functional teams.

4. Should have regular feedback of all team performances as this will ensure that there is a continuous performance evaluation of each member.

5. Provide support services for teams in the school. These may by secretarial assistance, access to duplicating machines, fax machines and telephones.
6. Whenever there is a change to be introduced involve all stakeholders; staff members, students, parents, teachers' unions, and education authorities so that the extent of demand, support of opposition for the change can be judged.

7. It is incumbent upon the principal to note that "Often a solution to a problem is not just my solution, or a particular deputy's solution, but a team solution" argues Sherrath, 1994; as cited by Robbins and Marland (1994: 172).

5.6.4. **Further research**

A number of areas for future and valuable research on the management of teams in secondary schools has become apparent during this study. One such area is on:

1. A comprehensive review of the role students play in team decision making should be pursued to highlight its impact on school effectiveness.

5.7. **CONCLUSION**

This chapter has provided conclusion drawn from the research findings and has given recommendations. Most of these recommendations are in the area of principalship.

Teams are a necessary vehicle for teacher, student and parents participation in academic matters. This means that learning institutions should develop the people in time. This is going to enhance teacher development and professionalism and student engagement in educational matters.

Teams, as Fullan (1991: 349) contends, provide greater power, both of ideas and of the ability to act on them.
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APPENDIX A

QUESTIONNAIRE

THE MANAGEMENT OF EFFECTIVE TEAMS IN SECONDARY SCHOOLS

This questionnaire is designed to assess the effectiveness of teams in secondary schools.

Could you kindly assist in this assessment by indicating the degree of your agreement with each of the statements in the questionnaire by placing a cross on the appropriate number of five point scale on the pages that follow.

THE RESPONSES TO THE ATTACHED QUESTIONNAIRE WILL BE TREATED AS CONFIDENTIAL. THERE IS NO NEED FOR YOU TO WRITE YOUR NAME OR THE NAME OF YOUR SCHOOL.

In order for you to respond to the statements with confidence, I wish to define this concept TEAM.

"A team is a small number of people with complementary skills who are committed to common purpose, performance goals, and approach for which they hold themselves accountable".

In the context of this questionnaire a team is the same as a committee.
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<tr>
<th></th>
<th>Disagree Strongly</th>
<th>Disagree</th>
<th>Not Sure</th>
<th>Agree</th>
<th>Agree Strongly</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Whenever decisions are taken in the team all teachers are consulted.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
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<td>2.</td>
<td>In the past, prior to problem solving or decision making sessions, teachers were given time to think through the issues so that they could come to meetings prepared.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>3.</td>
<td>There is a clear procedure for involving students in decision making process in our team.</td>
<td>1</td>
<td>2</td>
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<td>4.</td>
<td>Teachers are involved in management decisions (for example, drawing up a school policy).</td>
<td>1</td>
<td>2</td>
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<td>5.</td>
<td>In our team, decisions are never completely adhered to, they are reopened and revised.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>6.</td>
<td>Some teachers have more information than others about the developments in the team and the school.</td>
<td>1</td>
<td>2</td>
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<td>7.</td>
<td>Whenever change is introduced in the team, teachers are consulted.</td>
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<td>8.</td>
<td>There is an open and free communication within the team.</td>
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<td>2</td>
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<td>9.</td>
<td>During discussions/team meetings, some teachers try to take over team discussions and act on their own personal agenda.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>10.</td>
<td>Teachers get a greater personal support among team members.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>11.</td>
<td>During team discussions/meetings, teachers who get emotional are suppressed from expressing their feeling.</td>
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<td>12. During team meetings teachers get defensive when they meet resistance to their ideas.</td>
<td>Disagree Strongly</td>
<td>Disagree</td>
<td>Not Sure</td>
<td>Agree</td>
<td>Agree Strongly</td>
</tr>
<tr>
<td>13. Teachers treat every team member's ideas as having potential value.</td>
<td>Disagree</td>
<td>Not Sure</td>
<td>Agree</td>
<td>Agree Strongly</td>
<td></td>
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<td>14. There are some strong egos in the team, and this makes it hard for teachers to participate fully in the team.</td>
<td>Strongly Agree</td>
<td></td>
<td></td>
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<td></td>
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<td>15. Teachers are clear about their team's major goal.</td>
<td>Disagree Strongly</td>
<td>Disagree</td>
<td>Not Sure</td>
<td>Agree</td>
<td>Agree Strongly</td>
</tr>
<tr>
<td>16. I have confidence in the team's ability to achieve its major goal.</td>
<td>Disagree</td>
<td>Not Sure</td>
<td>Agree</td>
<td>Agree Strongly</td>
<td></td>
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<tr>
<td>17. Whenever my team has a problem we consult other teams within the school for assistance.</td>
<td>Disagree</td>
<td>Not Sure</td>
<td>Agree</td>
<td>Agree Strongly</td>
<td></td>
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<tr>
<td>18. Teachers share vital information with their team members.</td>
<td>Disagree</td>
<td>Not Sure</td>
<td>Agree</td>
<td>Agree Strongly</td>
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<td>19. Whenever a task is given by the team leader, there is a fair distribution of work and responsibility.</td>
<td>Disagree</td>
<td>Not Sure</td>
<td>Agree</td>
<td>Agree Strongly</td>
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<td>20. No one feels attacked or on a 'hot seat' when others disagree with him/her, because once the idea is out on the table, members consider it a team issue and it is discussed as such, with every one talking with everyone else.</td>
<td>Disagree</td>
<td>Not Sure</td>
<td>Agree</td>
<td>Agree Strongly</td>
<td></td>
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<tr>
<td>21. When a teacher consults team members about a problem, there is very little that he/she gains.</td>
<td>Disagree</td>
<td>Not Sure</td>
<td>Agree</td>
<td>Agree Strongly</td>
<td></td>
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<td>22. Our team leader behaves in such a way that we perceive him/her as another team member.</td>
<td>Disagree</td>
<td>Not Sure</td>
<td>Agree</td>
<td>Agree Strongly</td>
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<td>Question</td>
<td>Disagree Strongly</td>
<td>Disagree</td>
<td>Not Sure</td>
<td>Agree</td>
<td>Agree Strongly</td>
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<tr>
<td>23. Whenever team discussions/meetings are held these are always chaired by the same member.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<tr>
<td>24. Teachers know whom to consult about their staff development needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>25. There is feedback from team members about each member's performance within the team.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>26. Teachers meet with team members about aspects of classroom management.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>27. Teachers are able to lead a ability to achieve its major goal.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>28. In a conflict situation, team members deal with issues rather than with personalities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
</tr>
<tr>
<td>29. Our team has the ability to use conflict in a positive way.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>30. When a serious conflict occurs between team members, others in the teams step in to help them work it out.</td>
<td>1</td>
<td>2</td>
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THANK YOU FOR YOUR TIME.
APPENDIX B

TEAM LEADER'S INTERVIEW QUESTIONS

THE MANAGEMENT OF EFFECTIVE TEAMS IN SECONDARY SCHOOLS

This interview questionnaire is designed to assess the effectiveness of teams in secondary schools.

Could you kindly assist in this assessment by answering these questions as honestly as you can.

THE RESPONSES TO THESE ATTACHED QUESTIONS WILL BE TREATED AS CONFIDENTIAL. THERE IS NO NEED FOR YOU TO WRITE THE NAME OF YOUR SCHOOL.

In order for you to respond to the statements with confidence, I wish to define the concept TEAM.

"A TEAM is a small number of people with complementary skills who are committed to common purpose, performance goals, and approach for which they hold themselves accountable".

In the context of this interview questionnaire, a team is the same as a committee.
1. How are teams formulated in your school?

2. How many members are there in your team?

3. How did you become a team leader?

4. How do you manage the many viewpoints you find in a team environment?

5. What sorts of decisions are delegated to you by your principal?

6. Are your members involved in setting team goals?

7. What kind of leadership activities have you been able to transfer to your team?
8. How do you foster teamwork in your team?

9. How often do you hold team meetings?

10. Do you ever get feedback from team members about your leadership style?

11. What advice would you give a new team leader to develop trust within a group?

12. Could you put your role in a nutshell. What is the main thing you are trying to achieve as a team leader?

THANK YOU FOR YOUR TIME.
APPENDIX C

PRINCIPAL'S INTERVIEW QUESTIONS

THE MANAGEMENT OF EFFECTIVE TEAMS IN SECONDARY SCHOOLS

This interview questionnaire is designed to assess the effectiveness of teams in secondary schools.

Could you kindly assist in this assessment by answering these questions as honestly as you can.

THE RESPONSES TO THESE ATTACHED QUESTIONS WILL BE TREATED AS CONFIDENTIAL. THERE IS NO NEED FOR YOU TO WRITE THE NAME OF YOUR SCHOOL.

In order for you to respond to the statements with confidence, I wish to define the concept TEAM.

"A TEAM is a small number of people with complementary skills who are committed to common purpose, performance goals, and approach for which they hold themselves accountable".

In the context of this interview questionnaire, a team is the same as a committee.
1. When did you join the teaching profession?

2. Do you have teams in your school?

3. Which areas are covered by the teams?

4. How long have you been working in teams?

5. Does it take longer to make decisions when you have teams?

6. How do you manage the problems that occur amongst different teams?
7. What type of decisions do you delegate to your teams?


8. How do you involve students in decision making in your school?


9. How do you encourage community involvement in your school?


10. How do you encourage professional development of your staff?


11. Have you ever recommend in-service training for teams in your school?
   If yes, why did you do that?


THANK YOU FOR YOUR TIME.
APPENDIX D(a)

OBSERVATION OF TEAM (CRISIS) MEETING IN ACTION

DATE : 7 June 1995 (Wednesday)
TYPE OF TEAM : CRISIS TEAM
MEMBERS PRESENT : THE WHOLE STAFF AND S.R.C. MEMBERS
TIME : 08h00 - 14h00

Background Information

The school has experienced a lot of late coming by students in the morning. This students were told that they need to improve on this tendency and try to be early. They were told that any late comers will be punished (How? it was not specified).

On this day many students were late and only two! male teachers were at the gate monitoring late coming. The entire staff of this said school is +/- forty five (45). With four teachers expected to conduct the morning devotion and the rest of the teachers helping at the assembly and at the gate.

The late comers, about fifty six (56), were thrashed by these two teachers (two strokes each). This was between 08h00 and 08h20.

A. REACTION BY STUDENTS

i) A clandestine meeting was held between the Students Representative Councils (S.R.C.) members and some other students who, it later turned out, were the ring leaders.

ii) At about 10h00 all the boys were told to get out of classes and attend the above meeting where it was decided to attack the two teachers who were instrumental in meeting out punishment.
iii) The whole students tried to storm the office and were stopped by the principal and some male teachers who had already got a word of the impending attack.

B. THE CRISIS TEAM'S RESPONSE

i) The S.R.C. was summoned to the staff room together with three ring leaders, who happened to be three male students, one of which was repeating standard ten (10).

ii) After ensuring that all the S.R.C. members were in, the principal asked one teacher to chair the meeting.

iii) No agenda was prepared. The chairperson (MM) asked the S.R.C. chairman to give reasons for the dissatisfaction that led to the upheaval. Corporal punishment was given as the major cause.

iv) When asked why no permission was sought by the S.R.C. to hold their secret meeting, no answer could be given. The S.R.C. chairman was the main respondent with other members out of twenty four (24) members and three ring leaders.

v) Further probe on how many strokes were meted out to late comers, this revealed incorrect information was given to the S.R.C. by the ring leaders. They alleged that students were thrashed twelve (12) strokes on the buttocks. When the ring leaders were questioned about this, they admitted that in fact they were thrashed only five (5) strokes and the other students two (2) strokes.

vi) The teachers concerned had reasons for this punishment. The standard ten (10), repeating student, was given five (5) strokes because he was a habitual late comer, and further enquiry revealed that he lied about why he was late:

a) to one teacher, he said that he had transport problems hence he came late.

b) to another teacher he said he had family problems which he had to attend to prior to coming to school.
vii) One of the teachers (VV) had written down on a paper an account of what happened. He said that when these two approached the school and saw that the gates were closed they passed the school gates with hope that they will come back later and sneak into classroom. Five (5) to ten (10) minutes later they came back only to be spotted by the two teachers and called to the library.

viii) They were thrashed five (5) strokes on the buttocks. Initially one accepted the other refused and opted to go home but the teachers refused and insisted on thrashing him. He was duly punished five (5) strokes. (When the chairman asked them if this is true they nodded their head in agreement).

ix) PP (a teacher), asked the first question at the S.R.C.:

"Who gave you permission to hold that secret meeting?"

"No one, Sir!" responded the S.R.C. chairman.

"To all of you, what are your problems?" another teacher questioned them.

"We have a number of problems and this we will tell you later on", the S.R.C. chairman responded.

"Tell us now!" PP insisted.

Before an answer could be given, another question was asked.

"Do you all have your S.R.C. constitution? and do you recall what it says about punishment?" TT another teacher asked.

x) Seeing that they could not answer most of the questions, the S.R.C. admitted that they erred as they held the meeting without the principal's permission.
xi) They (the students, through the other S.R.C. member) requested that at least they be thrashed a maximum of three strokes and if the offence is serious the culprit's parents should be called to the school and be involved in solving the problem.

xii) They also said that teachers should not slap them or use abusive language against them.

xiii) To the other question on the S.R.C. constitution they admitted that they had not read it word for word.

xiv) To these responses above by the S.R.C., the crises team reminded the students of what the school policy says about normality in the school:

a) All students will be expected to wear appropriate school uniform.

b) No late coming will be tolerated.

c) No absenteeism will be permitted.

d) No dangerous weapons will be allowed in the school premises.

e) No student should be found in possession of dangerous drugs.

f) All students are expected to be in class / library during their study period.

g) They (the S.R.C.) should apologise to the entire staff for their behaviour that morning.

h) And lastly it was decided that since Friday is a cleaning day and girls are the ones most active, boys should bring garden implements and clean the school yard.
xv) It was then decided that the ring leaders should be given letters to give to their parents and they will remain suspended from school until their parents report to school and the matter is solved.

The meeting was then closed by the chairman.
APPENDIX D(b)

OBSERVATION OF P.T.S.A. MEETING WITH PARENTS

DATE : 18 June 1995 (Sunday)
TYPE OF TEAM : PARENT, TEACHER, STUDENT ASSOCIATION (P.T.S.A.)
MEMBERS PRESENT : THE P.T.S.A. AND THE WHOLE PARENT BODY
TIME : 09h00 - 12h00

AGENDA :
- Incident at the school
- Co-option of parents into the P.T.S.A.
- Formation of the committee of twenty (20)
- General

Opening : The Vice chairman (VC) apologised for starting the meeting late.

An opening prayer was said by one parent.

Apologies : None read out at the beginning of the meeting.

Absenteism : The P.T.S.A. chairman and other five members.
Three teachers (members of the T-wing of P.T.S.A.)
The school head.
Half of the staff members.

No reading out of the minutes of the previous meeting.
REMARKS BY THE VC

The VC acted as the chairperson and mentioned that he has just received an apology from the school head. He also said that all people can communicate in any language so that they may feel free. He highlighted the fact that only three members of the parent-wing of the P.T.S.A. were present and others were absent without an apology being given. "The real thing is that the P.T.S.A. is weak" he lamented. "Our chairman last attended two first meetings and ever since we have not heard a thing from him. Numerous attempts to get him to come to the meetings has been unsuccessful" he further pointed out.

"There is no P.T.S.A., if it is there it is not functioning at all" another P.T.S.A. member added.

"Let us have our minds ready and sharp and be prepared to start afresh" the VC said.

REPORT BACK ON THE 7 JUNE 1995 INCIDENT

a) Main issue is corporal punishment.

"What should be done about corporal punishment, retain or ban it?" the VC asked the parents. There was a unanimous response. "It must be retained...".

b) "Teachers have abstained from using it", the VC told the parents.

c) One parent threw a question at other parents "If we say our children should not be punished, what other means are there to be used to discipline them? by disciplining I mean to guide them and not to punish them?" (No response was received in this regard).

iii) One teacher stood up and outlined the problem experienced with the school children:

a) No homework is done.
b) Late coming.
c) Drug abuse.
d) Absenteeism.

e) Carrying of dangerous weapons.

f) Stealing of books and money of other students.

g) Fighting within the school premises.

To the above problems, a question was asked teachers (through this spokes person) "how do we solve them and ensure that they do not occur?"

iv) Another teacher to the parents "Remember we are united by the child. But we do have a problem with you parents. When the schools call you because we have a problem with your child you never turn up. You seem to leave all the disciplining to the school. Is this really fair of you parents?" he concluded.

v) "The aim of us as teachers is to build the school and correct the child". ("Yes!" the parents responded). "We have corrected ourselves as teachers about using corporal punishment".

vii) The VC's follow up:-

a) There is nothing wrong with the S.R.C. constitution.

b) Their code of conduct is clearly spelt out.

c) What is your response to this problem of corporal punishment.

The S.R.C. chairman gave a report of what sparked the upheaval.

viii) Parents' comments:

a) "Sunday morning not suitable for this type of meeting in future schedule them for the afternoon".

b) "We need to go to pray and ask God to guide us ..." another parent added. ("She is preaching", a voice echoed from the back).
The VC asked the parents what do you say to this above proposal on the rescheduling of the meeting. Jointly the response was that they want meetings to be on Sunday morning. An interjection by one parent, "Mr. Chairman could we please stick to the agenda and we will come to the other issues as we proceed with our agenda".

Further response by parents:

c) "Late coming by our children is going to affect them till they are old".

d) "Our children do not respect us".

e) "If we agree to abolish corporal punishment, we are going to destroy our nation".

(At this juncture, some teachers came with copies of the school's financial report, during the meeting, and started distributing them. Parents scrambled for these copies and for a brief moment the meeting was halted).

ix) P.T.S.A. member called on parents to buy the Government Gazette and read about corporal punishment, so that when they are deliberations of this kind they will know what to say.

x) Suggestions by parents:

a) Elect twenty (20) parents who will form an ad hoc committee to investigate the means to replace corporal punishment. This committee will give recommendations to the teachers and parents.

b) "Let us monitor our children's school work".

c) "Let us give our children time to study and not send them on errands unnecessarily."
Dear Sir/Madam

SUBJECT: REQUEST FOR PERMISSION TO CONDUCT EDUCATIONAL RESEARCH ON "The Management of Effective Teams in Secondary Schools".

I hereby request your permission to conduct research for an M.Ed. Degree in sampled secondary schools in the Gauteng Province.

The title of my dissertation is "The Management of Effective Teams in Secondary Schools". I am a registered student at the Rand Afrikaans University under the supervision of Prof. K.P. Dzvimbo.

My field work plan is as follows:

1. A sample of principals will be interviewed.
2. A questionnaire survey will be conducted with a sample of secondary school teachers.
3. An observation of teams in action will be undertaken.
Furthermore, a request is made to you for permission to make arrangements with principals of secondary schools included in the sample prior to the visit.

A copy of the questionnaire will be made and sent to you, as soon as it has been approved by my Supervisor.

Yours sincerely

CECIL SEPURU