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THE IMPACT OF TEAMWORK ON SCHOOL EFFECTIVENESS: SOUTPANSBERG NORTH CIRCUIT, VHEMBE REGION IN LIMPOPO

by

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DECLARATION

I hereby declare that the dissertation submitted for the degree of Master in Education, at the University of Venda, is my own original work and has not previously been submitted to any other institution of higher education and all information used in this research is the true reflection of my findings during my research and in case where other sources were used for references, all the sources were acknowledged.

Signature

09-05-2011

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ABSTRACT

Teamwork is regarded as a very important component of school effectiveness. The aim of this study was to investigate the impact of teamwork in the effectiveness using a quantitative approach. This study was conducted in 37 secondary and primary schools at Soutpansberg North circuit, Vhembe Region, in Limpopo Province. Data were collected from 150 respondents, which included school principals, deputy principals, head of departments and educators. Through this study it was found that teamwork has a positive impact on school effectiveness. Teamwork improves relationships, communication and cooperation. The results indicated that 80 % of the respondents are involved in leadership roles occasionally through teamwork.

The findings of this research were based on the experiences of the respondents. The findings of the study recommended that educators should be fully involved in leadership roles.

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THE IMPACT OF TEAMWORK ON SCHOOL EFFECTIVENESS: SOUTPANSBERG NORTH CIRCIUT, VHEMBE REGION IN LIMPOPO.

CHAPTER 1: BACKGROUND

1.1 Introduction

In South Africa, the introduction of democracy presented considerable challenges to all stakeholders in education. Reform initiatives in education in South Africa follow similar trends to the rest of the world. These reform initiatives rest on the assumption that participation of educators, learners and parents can enhance the achievement of the desired transformation in education (Mosoge & Van Der Westhuizen, 1998).

Teams are a part of everyone's life. You're a member of a family team, an extension staff team, and church, school, and community teams. As a result, there is a need for teamwork; organizations are confronted with increasingly complex problems with many dimensions (Dyer, 1977).

The South African Schools Act (Act 84 of, 1996) gives all stakeholders the mandate to participate in the governance and management of schools. This legislative mandate has presented principals, teachers, parents and learners with the enormous task of turning traditionally authoritarian schools into democratic center where every stakeholder participates actively in the decision-making processes (Mosoge & Van Der Westhuizen, 1997).

Education transformation changes the role of the principals in schools from that of a supervisor to that of a collaborator. In the past, principals were the centre of power; they would do as they wished. But today they have to consult a wide range of individuals and groups before making decisions. If the energy of teachers in schools is used as an agent of change through the building of a collaborative culture, schools can be transformed from being principal-led schools to schools that are led by many (Wagner, 1999).

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Teamwork begins increasing the importance and acceptance from administrators of different organizations because teamwork is a guideline and a model of efficient work which can solve problems of inflexibility and complexity of work (Stott & Walker, 1995)

During the era of apartheid the idea of teamwork did not get special attention, as compared during the political dispensation, whereby the issue of teamwork is the order of the day in all spheres of the public functionaries. Teacher participation is a trend that is set to transform 'top-down' approaches, which reduced teachers to tools of implementing policies and decisions without making any meaningful contribution (Bezzina, 1997). Teamwork encourages teachers to improve the quality of their professions and workplace, which may result in less stressful, more satisfying and motivating environment. According to Day (2000), there is no doubt that teachers prefer principals who are honest, communicative, participatory, collegial informal, supportive, demanding and reasonable in their expectations with a clear vision for the school principal who work with teachers rather than through.

The idea of participation is applied in various parts of the world and particularly in the democratic South Africa (Gerber, Nel & Van Dyk, 1998). In the democratic South Africa, principals who single–handedly ran schools in the past are expected to exercise their authority with due regard for the opinions of teachers, parents and learners, who were excluded from such responsibility in the past (Mosoge & Van Der Westhuizen, 1998).

If schools are to succeed in encouraging teacher participation the principal must redesign their management processes to help teachers to develop the skills and discipline needed for them to participate in order to reap all benefits of participation (Mc Lagan & Nel, 1995). Day (2000) recommends that principals need to ensure that educators are given opportunities to play participatory roles in the leadership of their schools. The principal needs to provide support, preparation and guidance for educators to fulfill such role.

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Teamwork is the absolute backbone of organizations today. The success of school reform depends, in part, on the effectiveness of teacher teams viewed as fundamental building blocks of locally-managed schools (Berman, 2001). Teams rely on the creativity and skills of teachers who willingly contribute their energy and loyalty through collective efforts and teamwork process (Bolman & Deal, 1994).

1.2 Statement of the problem

Even though the idea of teamwork is highly emphasized in South Africa, this does not receive special attention to all stakeholders concerned. The principals, educators, school management teams, parents and learners are failing to work together as a team to ensure the effectiveness of schools resulting in poor performance of both learners and educators.

1.3 Aim of the study

The main aim of this study is to find out how teamwork by educators in a school impacts on the school effectiveness. In particular, the aim of this study is to:

- investigate how teamwork impacts on school effectiveness;
- examine the attitudes of school managers and educators towards teamwork in a school; and
- examine the effect of teamwork on educator relationship in a school.

1.4 Research questions

For an in-depth study of the problem, the following are research questions which guided this study:

- How does teamwork impact on school effectiveness?

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- What are the attitudes of school managers and educators towards teamwork in a school?
- What is the effect of teamwork on educators' relationship in a school?

1.5 Definitions of concepts

For the purpose of this study, the following critical concepts were defined: team work, effectiveness, teaching and learning.

1.5.1 Teamwork

According to Dickinson and McIntyre (1997), teamwork is a joint action by two or more people, in which each person contributes with different skills and expresses his or her individual interests and opinions to the unity and efficiency of the group in order to achieve common goals.

McIntyre and Salas (1995: 23) define teamwork as "What a team does when it is behaving as a team." In this study teamwork is defined as: working together to achieve the set goals.

1.5.2 Effectiveness

Ducker (1974: 561) defines effectiveness as "the extent to which the desired result is realized." According to Hoegl & Gumuenden (2001), effectiveness refers to the degree to which the team meets expectations regarding the outcome quality. In this study effectiveness is any action which produces good results.

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1.5.3 Learning

McCown, Driscoll and Roop (1992) define learning as change of thought or behaviour that modifies a person's capabilities. Learning is the acquisition of knowledge and skills (Hoegl & Gumuenden, 2001). In this study learning is to acquire knowledge.

1.5.4 Teaching

Teaching is an action taken with the intent to facilitate learning (McCown, Driscoll & Roop, 1992). In this study teaching is a transfer of knowledge from one person to another.

1.6 Research design of the study

McMillan and Schumacher (1993:8) describe research methodology as systematic and purposeful ways one collets and analyses data

The empirical research followed in this study is quantitative in nature using a self-constructed questionnaires to collect data from principals, deputy principals, heads of department and educators from secondary and primary schools in the Soutpansberg North Circuit,Vhembe Region within the Limpopo Province.

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1.7 Research methodology

The following research methodology was followed in collecting data for this study:

1.7.1 Population

Ary, Jacobs and Razavieh (1990) define population as "those people about whom one wants to learn something". The research population for this study was made up of educators from primary and secondary schools in Vhembe Region in Limpopo Province.

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1.7.2 Subjects of the study

Participants in this study were selected from 37 schools in Soutpansberg North circuit, principals, deputy principals, heads of department and educators from secondary schools and primary schools. A sample of 150 respondents was selected using purposive sampling procedure. McMillan and Schumacher (1993) define sampling as the process of selecting a group of individual from a larger group that is known as population.

1.7.3 Instrumentation

In this study questionnaires were used to collect data from the participants regarding the impact of teamwork in school effectiveness.

1.7.4 Data collection procedure

The questionnaires were constructed out of data and items from studies conducted and from experiences regarding teamwork. Questionnaires were distributed to primary and secondary schools and were collected after they had been completed.

1.7.5 Data analysis

Data analysis is a process of making sense out of the data that has been collected, which involves consolidating, reducing and interpreting what people have said. It is therefore a process of making meaning (Merriam, 1998). Data collected was analyzed and frequencies were generated to test reliability on the challenges facing educators in the impact of teamwork.

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1.8 Delimitation of the study

The research was conducted in primary and secondary schools in the Soutpansberg North Circuit, Vhembe Region within the Limpopo Province. Data was collected from July to September 2008.

1.9 Ethical considerations

Permission to conduct this study was obtained from the Circuit manager, school managers and educators who participated. Questionnaires were completed anonymously and voluntarily. No names of respondents were written on the questionnaire. Information collected was solely for the study use.

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1.10 Significance of the study

This research will add knowledge to research work on the impact of teamwork on school effectiveness and address the issues related to teamwork impact in a school.

1.11 Organization of the research chapters

This dissertation presents information organized into five chapters which are briefly described below:

Chapter one

This chapter discusses the background to the study, statement of the research problem, research questions, definitions of concepts, aims of the study, literature review, research methodology, significance of the study, delimitation of the study, analysis and concludes by outlining the study chapters.

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Chapter two

This chapter provides the theoretical view of the research through preliminary literature review. In the literature review, the researcher mainly used the interpretive paradigm which is well-suited for a small-scale non-statistical research where understanding of actions takes preference over causes (Cohen & Manion, 1994).

Chapter three

This chapter outlines the design and methodology of the study. The methodology includes the sampling procedures, the population of the study and data collection procedures. Information-rich participants were chosen. These were participants that were likely to be knowledgeable about the research phenomenon under investigation (Mc Millan & Schumacher, 1993).

Chapter four

This chapter presents the findings analysis and interpretation of the findings about the impact of teamwork in schools in the Soutpansberg North Circuit, Vhembe Region within the Limpopo Province.

Chapter five

This chapter presents the major findings, conclusions and recommendations. The researcher gave a summary of all data collected in chapter four and data presented and analysed in chapter four as the findings of the research.

1.12 Conclusion

Chapter one introduced and gave the background to the topic under investigation. The research problem was stated and the research methodology was outlined. Concept

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analysis on teamwork impact on school effectiveness was done. The chapter also gave a demarcation of the study and culminated in a brief exposition of the chapters of study. Chapter presents literature reviewed on the impact of teamwork on school effectiveness.

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CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

Literature review remains a crucial part of any research project. Babbie and Mouton (2001) regards such a review as the process of indicating where a particular report or study fits into the context of the general body of scientific knowledge. Babbie and Mouton (2001) suggests that a literature review is aimed at finding out what has been done in a particular field of study.

Nowadays, teams are seen in every organization and the majority agrees to the advantageous position of teams rather than individuals. The term team is mentioned in the same sense like effectiveness, efficiency, problem-solving and success. Referring to numerous authors during the last 30 years, the utilization of teams and teamwork increased dramatically (Guzzo & Dickinson, 1996.

2.2 Teamwork

Teamwork is a set of activities of a group of individuals, which includes effective communication and interaction among the team members which helps in knowledge sharing, understanding each other on personal level, helping others in achieving a level of perfection, build a sense of unity in the team and working towards achievement of common goals (Gibson & Kirkman, 1991).

2.3 Advantages of Teamwork

Teamwork has got the following advantages: Creation of a positive working climate employee empowerment, high performance and job satisfaction, Joint management, relationship improvement, sharing responsibility, teamwork improves communication, Teamwork encourages joint decision making, lowers absenteeism and turnover and cooperation.

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2.3.1 Creation of a positive working climate

Climate is a social atmosphere in which teams work. Teamwork has a more positive working climate in organizations and includes relations and interaction with others (Rousseau, 1988). Climate is shared perceptions of organizational policies, practices and procedures, both formal and informal (Reichers & Schneider, 1990). Positive relationships between teachers succeed in creating an environment that is supportive and engaging for student learning. Teachers at schools that are teaming, view their school as a more positive, rewarding and satisfying place to work than teachers that are not teaming. Teamwork changes staff to be more committed to their work and gives clarity of expectations (Flowers, 1999).

2.3.2 Employee empowerment

Team empowerment gives the team the authority and responsibility to make decisions to improve the team's position. The empowerment of the team is directly related to management's support and trust in their efforts to succeed in the task at hand (Woodcook, 1989).

Organizations that empower employees via teaming achieve operational improvements and increased employee commitment and focus. People work harder, focus more on results, and produce better results, all with more purpose. The team members become highly motivated, and consequently, spectacular results can occur. Perceived value on the part of the employee yields a higher level of performance.

Key to the success of empowering employees is a high level of organizational commitment to the philosophy and a change to the way in which traditional management has operated. The democratic education in South Africa requires managers to become mentors, teachers, supporters, and organizational enablers. High performing teams have high levels of empowerment, authority, and responsibility (Hitt, 1988). Employee empowerment has been shown to influence performance on both a psychological and organizational level.

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2.3.3 High performance and job satisfaction

High performance team-based culture is not attained overnight. Team-based structures in organizations have become progressively more attractive because teamwork is frequently considered the best way to deliver superior performance (Henkin & Wanat, 1994).

Teamwork promotes leadership, establishes norms and skills for a high job satisfaction. Positive changes in job satisfaction can be considered an immediate outcome of teaming, an improvement in school function that occurs in conjunction with, the long-term goal of affecting student achievement.

Campbell, (1993) defines employee performance as individual behavior that are related to organizational goals. In addition, employee performance has been conceptualised as an indication of how well employees perform in their jobs, the initiatives they take, their creativity in solving problems and the resourceful ways in which they utilize their resources, time and energy. Employee performance can be broken up into two conceptually distinct components, namely, contextual performance and task performance. Contextual performance is characterized by activities that employees are not necessarily contracted to perform, but which are necessary for the achievement of organizational goals. Several researchers have suggested that using teams to improve organizational performance is very common (Castka, Bamber, Sharp, Belohousbek (2001). Castka and colleagues (2001) further suggested that teams produce higher quality performance results than individuals when:

- the task is complex;
- there is a clear direction;
- there is a pressing need for creativity;
- the use of resources is necessary;
- the need to learn immediately is pressing;
- commitment of the team is high;

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- implementation requires support from members and;
  tasks require cross-functional skills

2.3.4 Joint management

Teaming leads to new roles for teachers in governance, management, and delivery of instruction. Site-based management is a movement away from the traditional bureaucratic system of management where the running of schools was rested in the hands of the principal (Mosoge & Van der Westhuizen, 1998). It came about as one of the ways for restructuring of the traditional system of management as it seeks to involve teachers in decision-making (Wall & Rinethart, 1998).

Participation is not only about taking part in decision-making processes but it is also about being valued (Lilyquist, 1998), teachers feel rewarded when they are part of the decision-making process. Deeply woven in the fabric of participation is the assumption that it leads to greater efficiency, effectiveness and better outcomes (Beckmann & Blom, 2000).

Teacher participation calls for teachers to assume leadership roles in schools and it requires that principals encourage such leadership from teachers (Wagner, 1999). Participation of teachers in the making of decisions means different things to different people. It can mean anything from solicitation of opinion to a wholesale of redefinition of who makes what decisions in a school district (Shedd & Bacharach, 1991).

Many principals are reluctant to involve teachers in decision-making because they fear that they may lose control, but participation does not imply reckless involvement as everyone does not have to be involved in everything (McLagan & Nel, 1995). Site-based management demands that information be shared between the various stakeholders in the decision-making processes (Beckmann & Blom, 2002).

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Bells (1999:59) argue that, "Principals cannot manage schools alone nor take the burden of motivating others to achieve and complete tasks without support from their colleagues, they must actively involve them".

2.3.5 Relationship improvement

Teamwork success depends on every team member's ability to work with others and also rely on their creativity and skills they contribute as a team through collective efforts (Bolman & Deal, 1994). An organization cannot realize its full potential without clear and cooperative interaction among employees. In teams members interact with each other in order to get work accomplished (Marks, Mathieu, Zaccaro, 2001), that worker satisfaction and productivity were influenced by social interaction. Collegial relationships among teachers is a prerequisite for school improvement and make knowledge sharing and innovative practice possible. In general, people, whether in social or work situation, are influenced by their relationships with others.

2.3.6 Sharing responsibilities

According to Hoevemeyer (1993), every person in a team is a leader and will demonstrate leadership at different times. Among other things, every person in a team has a responsibility to:

- improve quality;
- increase output;
- find better ways of working and make continuous improvement;
- remove the causes of failure;
- provide training;
- help others do a better job with less effort; and
- make it possible for everyone to do a better job with greater satisfaction.

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Hoevemeyer (1993) found that effective teams eliminate the need for a manager to be involved in daily details as members take control of doing what needs to be done (share responsibility).

2.3.7 Teamwork improves communications

Successful teams are the ones that open lines of communication. Schools and companies encourage team work to resolve issues and complete task in a timely fashion. In different situations in life; where individuals must come together as a team. Whether in a classroom or work environment; team members must learn to converse with others and help each other, to successfully accomplish team goals (Marks et al., 2001). Teamwork is the concept of people working together cooperatively. Elements to effective team communication are the willingness to share information, wiliness to work out conflict and come up with solutions to problems that may arise in a team, and to listen to each other (Crow & Pounder, 2000).

2.3.8 Teamwork encourages joint decision making

In teams, members coordinate their decisions and activities by sharing information and resources to attain shared goals (Dickinson & McIntyre, 1997). Group decision-making creates special opportunities and produce substantial benefit. One such benefit grows out of the opportunity that group decision-making gives members to share information and decision-making resources. It also offers group members to become more fully informed and make meaningful contributions. Group decision-making can help group members to satisfy needs for social interaction, satisfaction of group members and increase the degree of motivation. Group decision-making can enable members to divide up the process of decision-making and create specialized decision-making role. In this way overload can be less or eliminated, and performance may be improved (Woodcook, 1989).

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2.3.9 Lowers absenteeism and turnover

A satisfying and rewarding work environment helps to lower absenteeism and turnover (Gladstein, 1984). Teams are particularly effective in lowering absenteeism. Membership in a work team gives an employee a sense of belonging, interaction with other on a regularly basis, and recognition of achievements. All these help to eliminate a sense of isolation within the organization. Team members identify with and feel pride in the work they are doing and come to rely on one another being there (Angle & Perry, 1986).

2.10 Teamwork improves co-operation

In teamwork, there are general feelings of co-operation (Margerison & McCann, 1989), Group oneness, commitment, (Thamhain, 1990) and positive interdependence (Johnson & Johnson, 1991).

2.4 Types of teams

There are six types of teams: informal, traditional, problem solving, leadership, self-directed and virtual team.

2.4.1 Informal teams

Informal teams are generally formed for social purpose. They can help to facilitate employee pursuits of common concerns, such as improving work conditions. More frequently however, these teams form out of a set of common concerns and interests, which may or may not be the same as the organizations. Leaders of these teams generally emerge from the membership and are not appointed by anyone in the organizations (Weiss, 2004).

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2.4.2 Traditional teams

Traditional teams are the organizational groups commonly thought of as department or functional areas. Leaders or managers of these teams are appointed by the organization and have legitimate power in the team. The team is expected to produce a product, deliver a service, or perform a function that the organization has assigned (Gold, 2005).

2.4.3 Problem solving teams

Problem-solving teams or task forces are formed when a problem arises that cannot be solved within the standard organizational structure. These teams are generally cross-functional; the members come from different areas of the organization, and are charged with finding a solution to the problem (Weiss, 2004).

2.4.4 Leadership teams

Leadership teams are generally composed of management brought together to span the boundaries between different functions in the organization, In order for a product to be delivered to market, the heads of finance, production, and marketing must interact and come up with common strategy for the product. At top management levels, teams are used in developing goals and a strategic direction for the firm as a whole (Ellis & Fouts, 1994).

2.4.5 Self-directed teams

Self–directed teams are given autonomy over deciding how a job will be done. These teams are provided with a goal by the organization, and then determine how to achieve that goal. Frequently there is no assigned manager or leader and very few, if any, status differences among the team members.

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These teams are commonly allowed to choose new team members, decide on work assignments, and may be given responsibility for evaluating team members. The team is responsible for carrying out the project, for recruiting team members, and for evaluating them (Huszczo & Gregory, 1996).

2.4.6 Virtual Teams

Collaborative software and conferencing systems have improved the ability for employees to meet, conduct business, share documents, and make decisions without ever being in the same location. While the basic dynamics of the other types of teams may still be relevant, the dynamics and management of virtual teams can be very different. Issues can arise with a lack of facial or auditory clues; participants must be taken at their word, even when video-conference tools are used (Nemiro, 2004).

Members are accountable for their tasks and to the team as a whole usually with minimal supervision. Key factors in success of a virtual team are effective formation of the team, trust and collaboration between and excellent communication.

2.5 Characteristics of teamwork.

Characteristics of teams are clear direction, clear responsibilities, mutual trust, open and clear communications, positive atmosphere or climate, coorperative relationship, balanced participation and commitment.

2.5.1 Clear direction

Clear direction means that the team is given a clear and distinct goal. The team may be empowered to determine how to achieve that goal, but management, when forming the team, generally sets the goal. A clear direction also means that team outcomes are measurable (Larson & Lafasto, 1998).

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2.5.2 Clear responsibility

Clear responsibilities means that each team member understands what is expected of her or him within the team. Each team member needs to rely on all the other members to carry out their roles so that the team can function effectively. Otherwise, one or two team members come to feel that they are doing all the work. This is one of the reasons so many individuals are initially reluctant to join teams.

2.5.3 .Mutual trust

Team is characterized by interpersonal trust promote an environment in which individual fee free to express their ideas, engage in problem solving and resolve differences of opinion (French & Bells, 1984). Mutual trust is a shared belief that you can depend on each other to achieve a common purpose. Trust in terms and teamwork are linked with social relationship, health working climate and achievement (Bryk &Schneider, 2002). They are encouraged to openly express opinions, feelings, and doubts. Team members share important information and ideas. They are fair, willing to be influenced and fulfil their promises. Trust also fosters enthusiasm, ensuring the best performance from everyone. Mutual trust in school teams affects the level of confidence that team members show in interpersonal relations, and the work of collectivity (Larson & Lafasto, 1998).

2.5.4 Open and clear communications

Open and clear communication is the most important characteristic for high performance teams (Schein, 1988). Communication and working together in teams increase trust, decrease problems and build healthy interpersonal relationships (Baier, 1986).

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2.5.5 Positive atmosphere or climate

Teamwork encourages a climate of trust and openness. Positive atmosphere makes team members to be comfortable with each other and creative. In this climate teams perform well, without it, they fail (Flowers, 1999).

2.5.6 Cooperative relationship

In teamwork team members know that they need one another's skills, knowledge and expertise to produce something together that they could not do as well alone. In team there is sense of belonging and a willingness to make thing work for the good of the team (Morgan & Hunt, 1994). Cooperation is essential at early stage in inventorying the skills and knowledge each member brings to the team, and working to determine how to utilize those to accomplish the team task.

2.5.7 Balanced participation.

Balanced participation ensures that everyone in the team is fully involved and that each team member joins the discussion when his/ her contribution is pertinent to the team assignment (Bodwell & Donald,1996). It also means that everyone's opinion are sought and valued by others in the team. The more individuals feel like part of a team, the more they contribute; and, the more members contribute, the more they feel like part of the team.

2.5.8 Commitment

Commitment to the purpose and values of an organization provides a clear sense of direction and commitment involves one's psychological attachment or bond to the team (Buchanan, 1974). Team members understand how their work fits into corporate objectives and they agree that their team's goals are achievable and aligned with corporate mission and values (Hackman, 1987). Commitment is the foundation for synergy in groups. Individuals are willing to put aside personal needs for the benefit of the work team or the company. When there is a meeting of the big picture this shared

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purpose provides a backdrop against which all team decisions can be viewed. Goals are developed with corporate priorities in mind. Team ground rules are set with consideration for both company and individual values. When conflict arises, the team uses alignment with purpose, values, and goals as important criteria for acceptable solutions.

Organizational forms of commitment in education may be manifested in a positive orientation toward, identification with, involvement in, and a sense of loyalty to the school (Glickman, 1993). Organizational commitment has been shown to be positively related to job performance and organizational effectiveness, and negatively associated with absenteeism and turnover (Angle & Perry, 1996; Blau, 1986; Farrell &Petersen, 1984; Mowday, 1982). Linkages have been found between organizational commitment and good organizational citizenship and extra-role behaviors (Organ & Ryan, 1995; Shore & Wayne, 1993).

2.6 Team building

It's important to realize that the development of effective working relationships among staff is a gradual process which requires considerable time and skill. This is not meant to discourage team members, but to help them realize that teams aren't created overnight (Francis & Young, 1979). A certain amount of frustration and conflict are normal. Team development is often viewed as a series of stages, described below. Although all the attributes and skills needed for an ideal working relationship (as listed in the preceding section) are important at every stage, some become more crucial as the team develops and staff members increase their level of involvement (Dyer, 1997). At a minimum, it's important for individual staff members to realize the benefits of teamwork and to have a commitment toward working together. Without such elements, further team development will be less likely to occur. Conflict, a natural part of the development process, will overpower or dominate the situation, preventing the team from ever reaching its full potential (Belbin, 1993).

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Team building requires a certain amount of coaching, perhaps from outside consultants. While there are varying arguments and designs for such developmental work (Dyer, 1977), the external attention can also help build some initial cohesion and motivation in the group.

2.6.1 Importance of team building

According to Mills (1967) the importance of team buildings are: a sense of purpose, benefits, increase creativity, coordination, personal support, induction and ownership.

- A sense of purpose

Members have issues and topics that are of mutual interest. In team, team members work together for a purpose (Mills, 1967) to achieve common goal (Ivancevich, 1977).

- Benefits

Team provides a range of benefit for the organization and the individual over and above getting a task done. According to Gladstein, (1984), Guzzo and Dickson, (1996) benefits of teams include increase workplace productivity, improve a service quality, a reduced management structure, lower level of absenteeism and reduced employee turnover.

- Increase creativity

Individual ideas spark off one another and the process of working in a team seems to generate more responsibilities. The key to leading and understanding team is that they actually let you release creativity (Kazemek, 1991)

- Coordination

Team members all play a part in getting the whole job done instead of seeing their own little process as being the start and finish of it all. In teams members coordinate their decisions and activities by sharing information and resources to attain shared goals (Dickinson and McInttyre, 1997).

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- Personal support

Good teams operate rather like and extended family where members trust, like, help and care about each other. Team members interact with and influence each other (Sullivan, 2001).

- Induction

Induction is the only part of the process that endeavors to absorb new members into the team and turn him/her into a productive team member. The main purpose for induction is to assist a new member, and to help a new member to find their place in team (Boase, 1997). According to Sullivan (2001) the goals of an induction programme is to:

- Help the new team member understand the big picture.
- Make a new member part of the team.
- Develop plans and goals for the new team member.
- Gather information from the new member.
- Anticipate and answer their questions.

- Ownership

The acts of giving people the responsibility for their own decisions and their own actions. In teams team members feel free when they are given responsibility.

2.7 Four stages of team growth

According to Tuckman (1965) there are four stages of team growth: Forming, storming, norming and performing. These are discussed in the section that follows:

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Stage 1: Forming

When a team is formed, members cautiously explore the boundaries of acceptable group behavior. They search for their position within the group and test the leader's guidance. It is normal for little team progress to occur during this stage.

Stage 2: Storming

Storming is probably the most difficult stage for the group. Members often become impatient about the lack of progress, but are still inexperienced with working as a team. Members may argue about the actions they should take because they are faced with ideas that are unfamiliar to them and put them outside their comfort zones. Much of their energy is focused on each other instead of achieving the goal.

Stage 3: Norming

During this stage team members accept the team and begin to reconcile differences. Emotional conflict is reduced as relationships become more cooperative. The team is able to concentrate more on their work and start to make significant progress.

Stage 4: Performing

By this stage the team members have discovered and accepted each other's strengths and weaknesses, and learned what their roles are. Members are open and trusting and many good ideas are produced because they are not afraid to offer ideas and suggestions.

2.8 Selecting the team members

Forming an effective team is more complex than simple throwing a group of people together, assigning them a task, and hoping for the best (Maxwell, 2001). Potential team members need to be interviewed and their skills and knowledge should be assessed. Issues to consider in selecting team members include: the individual's motivation with

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respect to both the team and the task at hand; the attitudes and goals of potential team members; potential problems with intra group relationships; and potential problems with relationship with external groups (Maxwell, 2001).

The organization needs to first assess what the skills, knowledge, and attitudes of potential team members should be. What are the tasks that need to be accomplished for the team to be successful? Have managers analyzed the jobs and developed an inventory of required skills and knowledge?

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It is important to remember that effective teams are generally made up of variety of personalities. The selection process needs to be structured so that it is not biased toward one personality type. An effective team needs both the thoughtful, detailed-oriented individuals, as well as the outgoing, insightful individuals.

There are four important factors to consider when selecting team members (Cohen & Bailey, 1997):

- Years of professional work experience;
- Frequency of team participation;
- Type of team training;
- Situational entry to team assignments (volunteered, assigned, requested).

2 .9 Teamwork roles

When a team is performing at its best, you will usually find that each team member has clear responsibilities. Just as important, you will normally see that every role needed to achieve the team's goal is being performed fully and well. Belbin (1981) found that for a group to be effective, there are eight necessary roles which ideally would be spread evenly among the team. These were known as the co-ordinator, the shaper, the plant, the monitor-evaluator, the resource-investigator, the implementer, the team worker, and the finisher. These team roles are grouped in three clusters.

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2.9.1 Action-oriented

This is the first cluster which consists of the shaper, the implementer and the completer finisher. They are action-orientated team members who implement and achieve the team goal.

- Shaper

The shaper is a task-focused leader who abounds in nervous energy, has high motivation to achieve and for whom winning is the name of the game. The shaper is committed to achieving ends and will 'shape' others into achieving the aims of the team. He/ she will challenge, argue or disagree and will display aggression in the pursuit of goal achievement. Two or three shapers in a group, according to Belbin (1981), can lead to conflict, aggravation and in–fighting.

- Implementer

The implementer takes what the other roles have suggested or asked, and turns their ideas into positive action (Belbin, 1981). They are efficient and self- disciplined, and can always be relied on to deliver on time. They are motivated by their loyalty to the team, which means that they will often take on jobs everyone avoids or dislikes. However, they may be seen as closed-minded and inflexible since they will often have difficulty deviating from their own-thought-out plans (Belbin, 1981).

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- Completer finisher

The completer finisher is a perfectionist and will often go the extra mile to make sure everything is "just right," and the things he or she delivers can be trusted to have been double-checked again (Belbin, 1981). The completer finisher has a strong inward sense of the need for accuracy, rarely needing any encouragement from others because that individual's own high standards are what he she tries to live up to. They may frustrate their teammates by worrying excessively about minor details and refusing to delegate tasks that they do not trust anyone else to perform (Belbin, 1981).

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2.9.2 People-oriented

The people-oriented cluster is composed of the resource investigator, coordinator and teamwork. This group encourages the team members to achieve their tasks.

- The resource investigator

The resources investigator gives a team a rush of enthusiasm at the start of the project by vigorously pursuing contacts and opportunities. He or she is focused outside the team, and has a finger firmly on the pulse of the outside world. Where a plant creates new ideas, a resource investigator will quite happily steal them from other companies or people. A good resource investigator is a maker of possibilities and an excellent network, but has a tendency to lose momentum towards the end of a project and to forget small details.

- The coordinator

A coordinator often becomes the default chairperson of a team, stepping back to see the big picture. Coordinators are confident, stable and mature and because they recognize abilities in others, they are very good at delegating tasks to the right person for the job. The coordinator clarifies decisions, helping everyone else focus on their tasks. Coordinators are sometimes perceived to be manipulative, and will tend to delegate all work, leaving nothing but the delegating for them to do.

- The team worker

A team worker is the greasy oil between the cogs that keeps the machine that is the team, running. They are good listeners and diplomats, talented at smoothing over conflict and helping parties understand each other without becoming confrontational. The beneficial effect of a team worker is often not noticed until they are absent, when the team begins to argue, and small but important things cease to happen. Because of

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the unwillingness to take sides, a team worker may not be able to take decisive action when it is needed (Belbin, 1981).

2.9.3 Cerebral roles

Cerebral roles are composed of the following: plant, monitor evaluator and specialist. These cerebral roles are the active participants who generate the new ideas in a team.

- Plants

Plants are creative, unorthodox and generators of ideas. If an innovative solution to a problem is needed, a plant is a good person to ask. A good plant will be bright and free-thinking. Plants can tend to ignore incidentals and refrain from getting bogged down in detail. A plant bears a strong resemblance to the popular caricature of the absentminded professor-inventor, and often has hard time communicating ideas to others.

- Monitor evaluators

Monitor evaluators are fair and logical observers and judges of what is going on. Because they are good at detaching themselves from bias, they are often the ones to see all available options with greatest clarity. They take everything into account, and by moving slowly and analytically, will almost always come to the right decision. However, they can become excessively cynical, damping enthusiasm for anything without logical grounds, and they have a hard time inspiring themselves or others to be passionate about their work.

- Specialists

Specialists are passionate about learning in their own particular field. As a result, they have the greatest depth of knowledge, and enjoy imparting it to others. They are constantly improving their wisdom. If there is anything they do not know the answer to, they happily go and find it. Specialists bring a high level of concentration, ability, and

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skills in their discipline to the team, but can only contribute on that narrow front and will tend to be uninterested in anything which lies outside its narrow confines (Belbin, 1981).

2.10 Team skills

Dickson (1992) identifies the following seven team skills: communication, team orientation, team leadership, monitoring, feedback, backup behaviour, and coordination.

2.10.1 Communication

For a team to work effectively it is essential for team members to acquire communication skills and use effective communication channels between one another. Communication must be clear (Schein, 1988), accurate (Antaraman, 1984) and be honest and open (Kazemek, 1991). This will enable team members of the group to work together and achieve the team's purpose and goals. Communication involves the exchange of information between team members and other members of the team in the prescribed manner, using proper terminology. Communication is the linking mechanism among the other components of teamwork. Effective communication leads to the establishment of good relationships. This means that communication, be it intra-personal, interpersonal or organizational, has one common factor, namely the involvement of people, as this takes place within or among people.

Working in a team can be difficult if one does not know how to communicate with their team members. Poor team communication can result in inferior quality of work or even death. In a great deal of professions today such as educators, firefighters, police officers, soldiers and doctors poor teamwork and communication can result in death. In addition, ineffective team communication can be very costly to organizations, for instance, if team members cannot communicate.

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2.10.2 Team orientation

Team orientation refers to the attitudes that team members have towards one another and the team task (Margerison & McCann, 1989). It reflects acceptance of team norms, level of the group cohesiveness, and importance of the team membership.

2.10.3 Leadership

Leadership is seen as a key activity in teamwork (Schein, 1988) and effective team leaders are those who engender trust (Woodcock, 1989), respect (Margerison & McCann, 1989) and who lead by example. Team leadership includes providing direction, structure, and support for other team members. It does not necessarily refer to a single individual with formal authority over others. In other words, team leadership can be shown by several team members.

Effective team leadership is about good leadership. One of the most important aspects of effective teamwork is effective leadership. This means that the team leader should have the skills to create and maintain a working culture that is positive. This helps to motivate and even inspire the team members to get involved in creating an environment where there is a positive approach to work, along high levels of commitment. A good team leader is a person who not only focuses himself/herself on the purpose and direction of the team, but also makes sure that the other members of the team share this focus. A good team leader also has to be able to promote a high level of morale amongst the team members so that they feel supported and valued. This is particularly useful for preventing the bane of most office cultures- that of backbiting, rumour-mongering, gossip mongering and cronyism- which can derail the efforts of any teamwork.

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2.10.4 Monitoring

Monitoring refers to observation and awareness of activities and performance of other team members. It implies that the individual team member is competent, and is capable of providing feedback and backup behavior (Lawrence & Wiswell, 1993).

2.10.5 Feedback

Feedback involves the giving, seeking, and receiving of information. Giving feedback refers to providing information regarding other team member's performance, while seeking feedback refers to requesting input or guidance regarding performance and receiving feedback refers to accepting positive and negative information about performance (Lawrence & Wiswell, 1993).

2.11 Team managers' roles

The success of the team depends on the management of a team. Planning, motivation, organizing, guiding and controlling are manager's task in a team.

2.11.1 Planning

According to Allen (1964) planning is the work a manager does to master future. Through careful planning set objectives are realized. Planning is an integrated management task and the various tasks each have a planning.

Marx (1981: 215-216) found the following importance of effective planning:

- It is the starting point of management action.
- It provides the direction of set objectives.
- It provides time for reflection.

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- It helps towards achievement of objectives.
- It provides the opportunities to consider alternative plans.

2.11.2 Motivation

According to Beach (1970) motivation is the preparedness to expend energy to achieve a certain goal. Motivation revolves to a great extent around the idea of an action, and the actions of people carry the stamp of purposefulness, direction and perseverance.

2.11.3 Organizing

Koontz and O'Dennell (1964: 241) state that organizing is "a process by which the manager brings order out of chaos, remove conflict between people over work or responsibility, and establishment suitable for teamwork.
According to Marx (1964: 239-239), the following are the advantages of good organizing:

- It promotes team spirit and group morale.
- Activities are clearly described and everyone knows what to do in a team work.
- It prevents overlapping of activities.
- It facilitates internal communications.

2.11.4 Guiding (Leading)

Reynders (1977) maintains that guiding is a creative, initiating and activating activity. Guiding is the work which the manager must carry to allow people to operate effectively within the team. Getting others to carry out tasks also require purposeful communications. The way in which purposeful communication leads to better achievement of common objectives forms the last facet of guiding.

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2.11.5 Controlling

Allen (1964: 324) explains control as "the work a manager does to assess and regulate work in progress and completed. The control is the manager's means of checking up". By controlling, the planning and the execution of the plan are linked and brought together.

2.12 The team managers' responsibilities

This section discusses the leadership roles in the development and encouragement of a team. It is their job not only to ensure that the standards of their team are high and the tasks that have been assigned are being done, but also to ensure that the team spirit and morale of the team is kept.

Team managers have the following responsibility to make sure that teamwork is successful: team bonding, build relationship and cooperation, build commitment and confidence, maximize participation and maximize performance.

2.12. 1 Team bonding

Bonding refers to "reflecting the affective feelings that team members hold towards each other and the team" (Ilgen, Hollenbeck, Johnson, Jundt, 2005:526). Bonding goes beyond trust and reflects a strong sense of rapport and a desire to stay together. Bonding often takes time to occur, and consequently can be observed better when the group starts to function. Deal (2003) suggests that bonding in teams is crucial when workflow interdependence is high. He also indicated that the key to team bonding is to develop a single culture within the team.

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2.12.2 Build trust

Building trust it is team leader responsibility, of letting team members to open to each other and expose their weaknesses and fears to each other (Gambetta, 1988). Gambetta (1988) writes further that the base of the team and its success is the level of trust/belief of team members in each other. Trust between team members is necessary to a productive working environment, and trust is built in teams by promoting open communication, providing fair leadership, and supervising with sensitivity. Trust has been acknowledged as an essential element in social interaction (Gambetta, 1988). Team transaction characterized by interpersonal trust promotes an environment in which individuals feel free to express their ideas, engage in problem solving, and resolve differences of opinion (French & Bell, 1984).

2.12.3 Build relationship and cooperation.

Team members know that they need one another's skills, knowledge and expertise to produce something together that they could not do as well alone. There is a sense of belonging and willingness to make things work for good of the team. The atmosphere is informal, comfortable and relaxed. Interaction between team members helps bring people close emotional level. Interaction also create bond between team members and help the team members to look at the team as a family.

2.12.4 Build commitment and confidence

Teamwork needs commitment; attitudinal commitment. Attitudinal commitment involves ones psychological attachment or bond to the organization (Buchanan, 1974). According to Buchanan (1974), effective team leaders are vigilant about skills. Their goal is to have team members with technical, functional, problem solving, decision making, interpersonal, and teamwork skills. To get there, encourage team members to take the risks needed for growth and development. Challenge team members by shifting

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their assignments and role patterns. Get team members out of their comfort zone and into the learning zone.

2.12. 5 Maximize participations

The team leader is responsible for guiding the team through the processes of teamwork. The team leader is also responsible for creating this shared focus while at the same time clarifying with the team members what is in it for each of them as the result of their participation on the team. Managers need to guide their teams to a high level of accountability for teamwork.

2.12.6 Maximize performance

In a team, members work in a climate of trust. Mutual trust encourages team members to express their opinion openly and share important information and ideas. Trust ensures the best performance from everyone. The team manager is responsible for creating positive working atmosphere, Open communications, joint decision making and build commitment to ensure tasks completion (Adair, 1993).

2.13 Challenges facing the manager

One of the biggest challenges for a manager is to make all members feel part of the team. Non participants are people who consistently stare out a window, and respond to questions, and say "whatever". Members might not participate for a number of reasons, perhaps being shut up while trying to bring a point across, unqualified, being shy or even having personal issues (Lumsden & Lumsden, 2002). Lumsden and colleague continued saying managers must recognize the importance of each person's contribution and resolve equilibrium to gain full potential, participation and belonging. Managers can achieve this by focusing on empathy, incentive meetings, reaching out in discussion or inviting conversation, assigning specific valued tasks to the member, connecting with the person outside work or resolving internal team member problems.

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2.14 How can a manager improve team performance?

Flanagan and Finger (1999) found, the following key points to be considered to make a team more effective. These principles are complementary to the work done by Belbins and Tuckman (Flanagan & Finger, 1999). An effective team leader will define clear and achievable goals, clarify member roles, have clear communication, make decisions on procedural basis, set an encouraging working environment, empowerment and understand team dynamics.

2.14.1 Clear goal (direction)

Clear direction means that the team is given a clear and distinct goal. The team may be empowered to determine how to achieve that goal, but management, when forming the team, generally sets the goal. A clear direction also means that team outcomes are measurable.

2.14.2 Open and clear communications

Open and clear communications is the most important characteristics for high performing teams. Working to improve other communications with other team members will increase trust, decrease problems and rework and build healthy interpersonal relationship. Open communication is equally important to a team's success. To assess work performance, members must provide honest feedback, accept constructive criticism, and address issues head-on. To do so requires a trust level supported by direct, honest communication. For a work group to reach its full potential, members must be able to say what they think, ask for help, share new or unpopular ideas, and risk making mistakes. This can only happen in an atmosphere where team members show concern, trust one another, and focus on solutions, not problems.

It goes without saying that communication is a vital factor of interpersonal interaction, and the very term 'teamwork' represents interpersonal interaction. Hence, one of the

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key aspects of effective teamwork is open communication, wherein it enables the members of the team to articulate their feelings, express their plans, share their ideas, and understand each other's viewpoints.

2.14.3 Defined roles

Defined roles means that each team members understands what is expected of her or him within the team. Team members perform better if have a clear ideas of what their roles are. The roles must be clear and interesting to the team members. Each team members needs to be able to rely on all the other members to carry out their roles that the team can function effectively. Otherwise, one or two team members come to feel that they are doing all the work. This is one of the reasons so many individuals are initially reluctant to join teams.

2.14.4 Valued diversity

A diversity of thinking, ideas, methods experiences, and opinions helps to create high performance team, whether individual are creative or logical, fast or methodical, the effective team recognizes the strength of each person brings to the team.

2.14.5 Create healthy working environment

Creating a positive working climate is the management action which aims at creating a more effective teamwork. Fox (1974: 2-4) identified the following aims for creating a positive working climate: work satisfaction, maximum productivity, co-ordination of tasks for a team effort and recognition of the principle of human dignity.

A positive working climate encourages team members to be open and trust each other. It also enables team members to be committed and involved in tasks fully. A healthy

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working climate makes team members to be comfortable with each other to be creative, take risk and make mistakes. People who are enjoying themselves are more productive than those who dislike what they are doing.

2.14.6 Empowerment

Another way to balance contribution on a work team is to enhance employee empowerment. When workers are involved in decisions, given the right training, and respected for their experience, they feel enabled and invest more. It is also important to have team members evaluate how well they support the contribution of others.

2.15 Factors affecting team performance

There are seven important factors that affect individual performance in the workplace: goal clarity, repertoire, knowledge structure, feedback, mental models motivation and environment (Nickols, 2005).

2.15.1 Goal clarity

People must have in mind a clear picture of any end or goal they want to achieve. If this picture does not exists, they cannot tell if they are making progress or when they have completed the task or assignment, let alone if it has been completed properly (see feedback below). "Keep the end in view" has been advised for almost two thousand years. The time a manager spends in developing, communicating and clarifying the goals or ends to be achieved is time well spent.

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2.15.2 Repertoire

To achieve a goal, the people working towards it must possess a suitable, flexible repertoire. They must be able to engage in whatever behaviors are necessary to obtain that goal despite changing circumstances and environmental disturbances. In some cases, this will involve carrying out a routine that has been specified in advance by someone else. In other cases, it will require figuring out – on the spot - an appropriate course of action. In many situations, the end to be achieved will remain constant but the conditions under which it is to be attained will vary.

2.15.3 Knowledge of structures

Figuring out what to do in a particular situation requires knowledge of the structure of that situation. People must understand the element that makes up the situation, how those elements are connected to one another and the relationships that exist between and among those elements. This knowledge of the structure of the situation allows people to say how the actions they take will lead to the result they seek. It also allows people to say, for a given result, the actions that will lead to it. Without this knowledge, action is little more than a shot in the dark and achieving desired results depends mainly on luck or intuition.

2.15.4 Feedback

Without information about actual conditions in relation to intended goals or results, no one can perform to standard. Such information is known as "feedback." It informs progress, enables corrections and, eventually, signals attainment of the objective.

For most "hard" tasks (tasks involving tangible products or other immediate and readily measured effects of one's action), feedback is generally available without much effort on anyone's part. We are aware of our actions and their effects. But, for "soft" tasks (tasks where the effects of our actions are not tangible, immediate nor readily

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measured), the feedback loop is essentially open. This is especially true when the main effects of a person's actions are the reactions of other people.

2.15.5 Mental models

In the absence of feedback, people have no choice accept to act in ways that are consistent with internally–held views or mental models of what is appropriate or what should work instead of externally-based information about what is and isn't actually working.

For this reason, it is worthwhile spending time working with people to identify the models they currently use in situations where feedback isn't readily available. In some cases, this will surface mental models that are inappropriate or inadequate. In other cases, it might surface mental models that are superior to those held by most people.

2.15.6 Motivation

It is one thing to be capable of doing something; it is another to want to do it. Setting aside the issue of coercion, people generally want to do things for two basic reasons: it serves of their own purpose or serves someone else's purpose and they've accepted something in return for doing whatever it is that someone else wants done. Self-satisfaction and incentives; these are the two great motivators.

2.15.7 Environment

The environmental factor is the most important of all factors which affect performance in the teamwork in the workplace. Performance might not occur if the environmental conditions are so unsuitable as to present insurmountable barriers to performance. In less dramatic terms, missing tools and equipment, competing priorities, a repressive climate and other factors can interfere with our ability to perform as expected,

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regardless of our motives or our repertoire, the presence or absence of feedback and the quality of the mental models that guide our thinking and actions. In short, the task environment must support the desired performance; at the very least, it must be manageable. Nickols (2005) also suggested seven factors that make performance possible:

1. a clear picture of the ends to be attained;
2. a suitable repertoire
3. knowledge of the structure of the situation
4. a functioning feedback loop
5. sound mental models
6. adequate motivation and
7. a supportive or manageable task environment

.

2.15.8 Team size

Team size also effects team performance. Team size is an important determinant of the social loafing phenomenon, whereby individuals decrease their efforts as the number of people in the group increases. Team size must be determined with respect to both staffing requirements, derived from the size of the project task, and teamwork requirements, derived from task complexity and uncertainty (Hoegl, Parboteeah, Gemuenden 2003).

The most frequently cited factors that prevent group members from cooperating with each other are personality conflicts and egos; conflicting goals; reward systems based on individual performance; lack of unifying vision; and ineffective leadership from above. Hackman (1987) identifies the top ten effects of inadequately managed and lead teams to be: communication breakdowns, decreased performance and productivity, wasted resources and effort, ill-will/bad feelings/decrease in morale, loss of coordination/planning breakdowns, failing to fix problems and improve processes, loss

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of focus on customer and profits, increased workplace conflict/political activity, increased job-related stress/workplace.

2.16 The value of a team managed effectively.

Adequately managed and led teams improve coordination and cooperation, empower people, harness creativity and innovation, and cut overhead costs. The decision-making process also results in greater understanding of decisions made, resulting in acceptance of the decision and easier implementation. The participative process seems to be a positive one if all team members understand their role: by establishing priorities, concentrating financial resources, and combining knowledge and expertise. Such efforts can serve to 1) lighten your work load, 2) reduce duplication of efforts, and 3) produce a result greater than all of your separate efforts (Henkin & Wanat, 1994).

2.17 Individual rewards and recognition

A truly committed co-operative group is probably the most productive tool humans have (Johnson & Johnson, 1997). There is an increasing shift to the use of the teams in developed nations (Katzenbach, 1997).This is occurring for several reasons. First, organizations are downsizing and using teams as a way to make better use of the skills of their workforce. Secondly, there is a marked shift away from directive, hierarchical leadership structures to a more participative equality among group members. Thirdly, technology, competition and customer expectations require that organizations are highly responsive and adaptive to customer requirements. If one organization does not respond another will. Using empowered front-line staff which functions in teams is the best way to provide rapid response to changes in customer needs as they occur.

2.18 Some considerations of successful teams

Effective teams can be achieved through effective building and a team is always beneficial for organizations as it increases flexibility and speed. The task is done by

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more than one individual with different skills, effective use of diverse workforce is possible where more innovative ideas and efficient decision-making are more probable due to heterogeneity in the team and more importantly, provided by the right set of motivation and support it can increase productivity for more than what can be achieved on individual basis (Robbins & Coulter, 2002).

2.19 Why team fails

According to Duncan Brodie (Ezine Articles) a team fails when there is: absence of clear goals, poor decision making, lack of mutual accountability, lots of taking but little action and close minds.

2.19.1 Absence of clear goals

If any team is to have a chance of delivering, it has to have clear goal or results that it is aiming for. Often those that set up teams fail to do this or if they have vague or meaningless goal. So how you set a clear goal? Simply define precisely what you want to be different when the team has completed its work.

2.19.2 Poor decision making

Taking decisions is not easy at the best of times. In a team there are a whole host of opinions, views, suggestions and ideas to be considered. Without a clear decision making process, the team runs the risk of running around without going forward. To overcome this, teams need to have a systematic approach to collecting opinions, evaluating the options and taking decisions

2.19.3 Lack of mutual accountability

Most people are great at being accountable individually. Fewer are comfortable with the concept of being mutual accountable for the results of the team. Part of the way of

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overcoming this is to link the rewards to the results that are delivered collectively rather than individually.

2.19.4 Lack of action

Ever been part of a team where all the focus is on the problems or circumstances rather than taking action. I know that I have been in those type of teams and they get nowhere fast. Remember that all problems, no matter what they are have solution. It is merely a matter of discovering or creating the solution.

2.19.5 Close minds

One of the great things about team is that they bring wide range of skills, experience, knowledge and attributes to bear. Sadly, people often only see situations through a single lens-their own. To overcome this it is important to equip teams with the tools to effectively understand and recognize the contributions of others.

2.20 Conclusion

In summary, effective teamwork offers benefits to organizations and the people who work within them. These benefits do not occur without a great deal of effort and planning. It is necessary for top managers to contribute to shaping an organizational setting in which teams are given appropriate tasks as well as the freedom, resources and support to undertake them. Positive motivation is also required by team members and leaders in developing and maturing together. The process may be a painful and time-consuming one for many, but there are mutual rewards to be derived from effective teams. According to Mohrman (1995) an effective team has high levels of integration and coordination. Members of effective teams believe in their own efficacy. Individuals possess the capabilities and the permission to effect outcomes for which their team is directly responsible. Effective teams participate in goal setting, establish obtainable goals and reward in accordance with organizational expectation.

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CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

Chapter 2 of this study provided literature review gathered from various authors on the impact of teamwork on school effectiveness. This chapter describes the design of the empirical investigation regarding the impact of teamwork on school effectiveness at Soutpansberg North Circuit. The chapter outlines the aim of the study, research design and research methodology, and population of the study, sampling techniques, instrumentation, then after, data collection method and data analysis procedures.

3.2 Research aim

This study aimed to determine the impact of teamwork on school effectiveness. According to Babbie and Mouton (2001), a large portion of social research is conducted to explore a topic or to provide familiarity with that topic.

3.3 Research design

Mouton (1996) asserts that a research design is a set of guidelines and instructions to be followed in addressing the research problem. This study is quantitative in nature collecting data through self-constructed and self-administered questionnaires.

3.4 Research methodology

In this quantitative study questionnaires were used to collect data from respondents consisting of school principals, deputy principals, heads of departments and educators regarding the impact of teamwork on school effectiveness from 37 public primary and secondary schools at the Soutpansberg North circuit.

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The following research methodology was followed in collecting data for this study:

3.4.1 Population

Ary et al. (1990) define population as "those people about whom one wants to learn something". The population or target group for the research was the Principals, Deputy Principals, heads of departments and educators from 37 public primary and secondary schools at the Soutpansberg North circuit. A total of 150 respondents were selected to complete the questionnaires. Principals, deputy principal, heads of departments and educators were selected based on the knowledge of their association and working relations with learners and the kind of results they produced from rural and urban primary and secondary schools at Soutpansberg North circuit, Vhembe region in the Limpopo Province. Those who have produced good results in Grade 12 according to 2008 and 2009 final results in the subjects they teach were selected, as well as those who have produced poor results in the subjects they teach. Identification of these educators was done through analysis of results done by the circuit office within which these schools fall.

3.4.2 Subjects of the study or sampling techniques

Participants in this study were selected from 37 schools in Soutpansberg North circuit, principals, deputy principals, heads of department and educators from secondary schools and primary schools. A sample of 150 respondents was selected using purposive sampling. McMillan and Schumacher (1993) define sampling as the process of selecting a group of individual from a larger group that is known as population.

3.4.3 Instrumentation

In this study questionnaires were used to collect data from the participants regarding the impact of teamwork in school effectiveness. For the purpose of this study a questionnaires were designed and constructed optimally to guide the collection of data

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providing answers to the research questions. The questionnaires consisted of close-ended questions. The questionnaires were pilot-tested with five respondents who were requested to give their comments on the clarity of items before the final version was administered.

The questionnaires consisted of three sections with twenty nine items:

- Section A addressed the biographical information of the respondents regarding gender, academic qualification, professional qualification, teaching experience and teaching phase, from question one (1) up to five (5).
- Section B addressed the teamwork in relation to school effectiveness, from question six (6) up to sixteen (16).
- Section C addressed how the school management team (SMT) affected school effectiveness, from question seventeen (17) up to twenty nine (29).

Questionnaires were designed and constructed in a way that optimally guided the research to obtain data providing answers to the research questions. Items used in the construction of questionnaires were identified from the literature review on impact of teamwork on school effectiveness and on personal experiences gathered in the schools where I worked regarding the impact of teamwork on school effectiveness. Questionnaires were structured to get rich data. The items on a five-point scale ranged from Strongly agree to strongly disagree

3.4.4 Data collection procedure

In this study quantitative data were collected through questionnaires in order to assess teamwork and its impact on school effectiveness. The questionnaires were constructed based on literature review and personal experiences regarding teamwork. Questionnaires were distributed to primary and secondary schools at Soutpansberg North Circuit, Vhembe Region in Limpopo Province. Questionnaires and were collected after they had been completed.

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After permission was granted, I visited all the selected schools during May 2008. I produced a student card from the University of Venda and letter from the circuit manager granting permission to conduct research each time I visited schools. The selected educators completed the questionnaires (Principals, deputy principals, heads of departments and educators in the Vhembe Region of the Limpopo Province completed the questionnaires) and formed a sample.

Before beginning with the completion of questionnaires, each respondent had to read the attached letter indicating that the information was strictly confidential and that under no circumstances would the information required be used for any purpose other than for the study. Respondents were requested to complete questionnaires anonymously.

The distribution of self-administered questionnaires to the respondents was done in two ways. The questionnaires that I distributed were completed by all educators selected while I waited for collection after completion. All questionnaires distributed were personally collected after a week from the day on which they were distributed.

According to Babbie and Mouton (2001), in a multilingual society like South Africa it is important that the respondents answer questions in a language they feel comfortable. In this study the questionnaires were constructed in English. Respondents were comfortable in responding to questions given in English.

3.4.5 Data analysis

Data analysis is a process of making sense out of the data that has been collected, which involves consolidating, reducing and interpreting what people have said. It is therefore a process of making meaning (Merriam, 1998). Data collected was analyzed and frequencies were generated to test reliability on the challenges facing educators in the impact of teamwork.

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3.5 Conclusion

The quantitative method was chosen in this research because it is the best method for collecting data by using questionnaires. The data collected was of a high quality, considering the fact that everything possible was done to reduce the errors during the completion of questionnaires. Data presentation, analysis and interpretation were done in chapter four (4) using tables, frequencies and frequency percentages.

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CHAPTER 4: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

In this chapter results of collected data are presented and analyzed. This involved consolidating, reducing and interpreting what people have said. The chapter also gives answers to the aims and questions of the study. Data is presented in three sections and results are presented in tables showing frequencies and frequency percentages. Some percentages have been computed to the nearest (e.g 99.9% becomes 100%).

4.2 Section A: Biographical Information

This section presents results of the biographical information of respondents regarding gender, academic qualifications, professional qualifications, teaching experience and teaching phase.

4.2.1 Gender

Respondents were requested to indicate their gender. Results are presented in Table 4.1 below.

Table 4.1 Gender

Gender	Frequency	Percentage
Females	69	46.0
Male	81	54.0
Total	150	100.0

There were 150 respondents, 69 females and 81 males. The female respondents were fewer than the male respondents. Female respondents made 46% and male respondents made 54%.

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The results may imply that the higher positions in schools (principals and deputy principals and heads of departments) were held by male educators.

4.2.2. Highest academic qualification

Respondents were asked to indicate their highest academic qualifications. The results are presented in Table 4. 2 below:

Table 4.2: Highest academic qualifications

Highest academic qualifications	Frequency	Percentages
Standard 10	36	24.0
First degree	56	37.3
BED or Honors degree	45	30.0
Master's degree	13	8.7
Total	150	100.0

There were 36 (24%) respondents with Grade 12, 56 (37.3%) respondents had a first degree and 45 (30%) respondents had honors degrees. The last group was 13 (8.7%) respondents with master's degrees. The majority of respondents only held a first degree and only 13 respondents out of 150 had a Master's degree. The results show that fewer educators were studying further.

4.2.3. Professional qualifications

Respondents were requested to specify their highest professional qualifications. Results are presented in Table 4.3 below.

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Table 4. 3: Professional qualifications

Professional qualifications	Frequency	Percentages
PTC	1	0.7
PTD	56	37.3
STD	54	36.0
FED	20	13.3
ACE	2	1.3
NPDE	13	8.7
UED	4	2.7
Total	150	100.0

Only 1 (0.7%) of the respondents had a Primary Teachers Course and 2 (1.3%) had an ACE. The third small group was of 4 (2.7%) respondents with University Education Diploma. There were 13 (8.7) respondents with National Primary Diploma in Education, 20 (13.3%) respondents with FED, 110 (73%) respondents with STD and PTD. Therefore, the majority of respondents had a diploma in teaching. These results would signify that the under-qualified educators passed the National Diploma in Education (programme offered by Department of Education) which helped to improve educators from REQV 12 to 13. This would help promote understanding of working relations in a team. Highly qualified educators are usually promoted to higher positions with the understanding that they have studied issues related to management which encourage collaboration with stake-holders.

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4.2.4 Teaching experience

The respondents were requested to indicate their teaching experiences. Table 4.4 below indicates the respondents' teaching experiences.

Table 4.4: Teaching experience

Teaching experience	Frequency	Percentages
0-10	12	8.0
11-20	65	43.3
21-30	47	31.3
31 years and older	26	17.3
Total	150	100.0

The majority 65 (43.3%) of the respondents had teaching experience ranging from 11-20 years. while 47 (31.1%) had experience ranging from 21-30 years and 26 (17.3%) of the respondents had 31 years of teaching experience and above. The smallest group was formed of 12 (8.0%) respondents with teaching experience ranging from 0-10 years.

4.2.5. Teaching phase and band

The respondents were requested to indicate their teaching phases and Table 4.5 below indicates the phases in which respondents were teaching.

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Table 4.5: Teaching phase and band

Teaching phase and band	Frequency	Percentages
Foundation phase	22	14.7
Intermediate phase	53	35.3
Senior phase	39	26.0
GET Band	34	22.7
FET Band	2	1.3
Total	150	100.0

There were 22(14.7%) respondents in the Foundation Phase and 53(35.3%) from the Intermediate Phase where teamwork is essential for better results. Half of respondents (75) were teaching in primary schools. The second group consisted of 73 respondents from secondary schools, 39 respondents were from senior phase and made 26.0% and 34 respondents were from GET Band, made 22.7%. The third group was 2 respondents from FET Band and they made 1.3%. The majority of respondents were from primary and secondary schools. The data would indicate that in Vhembe region (Limpopo province) there are few FET educators.

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4.3 Section B: Impact of teamwork on school effectiveness

This section indicates the experiences of educators about the impact of teamwork on school effectiveness. The results regarding teamwork impacting on school effectiveness are presented in Tables 4.6 __4.14.

4.3.1 Teamwork improves cooperation among educators

Respondents were requested to indicate their experiences about teamwork and cooperation. In Table 4.6 it is the indicated how teamwork made respondents to be cooperative to each other.

Table 4.6 Teamwork improves cooperation among educators

Teamwork improves cooperation among educators	Frequency	Percentage
Strongly agree	148	98.7
Agree	2	1.3
Not sure	0	0.0
Disagree	0	0.0
Strongly disagree	0	0.0
Total	150	100.0

The results indicated that 100% of the respondents showed that teamwork makes educators to be co-operative to each other. These results suggest that educators in different schools work as a team. The improvement of cooperation between educators can lead to the effectiveness of teaching and learning. Without teamwork there would be no cooperation. The results are consistent with literature review (Johnson & Johnson, 1997). The respondents strongly agreed that teamwork makes educators to be cooperative. The results achieved the aim of the study that teamwork has a positive impact on school effectiveness.

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4.3.2 Teamwork improves educator's relationships

The respondents were requested to indicate if teamwork improved educators' relationships and their responses are presented in Table 4. 7

Table 4.7: Teamwork improves educators' relationships

Teamwork improves educator's relationship	Frequency	Percentage
Strongly agree	137	91.3
Agree	13	8.7
Not sure	0	0.0
Disagree	0	0.0
Strongly disagree	0	0.0
Total	150	100.0

The results manifest that all respondents agreed that teamwork improved educators' relationships. Educators regarded teamwork as important in schools. The results are consistent to literature (Larson & Lafasto,1998) which indicates that teamwork improves interpersonal relationships. The statistics showed that 100% of the respondents agreed that teamwork improved educators' relationships. The results answer the research question of the study that educators' relationships have a positive impact on teaching and learning and good relationships between educators increase workplace productivity.

4.3.3 Teamwork develops a competitive spirit among educators

In Table 4.8 the respondents were requested to indicate whether teamwork results in a competitive spirit among educators in completing their tasks.

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Table 4.8: Teamwork develops a competitive spirit among educators

Teamwork develops a competitive spirit among educators	Frequency	Percentage
Strongly agree	120	80.0
Agree	17	11.3
Not sure	13	8.7
Disagree	0	0.0
Strongly disagree	0	0.0
Total	150	100.0

The results show that the majority (137) of the respondents agreed that teamwork developed a competitive spirit among educators and only few (13%) respondents were not sure. Results indicated that teamwork develops competition among educators and could improve quality of products, working as a team could improve results and thus making schools to be effective. The results are in agreement with literature (Firestone & Pannell) who found that "Committed teachers might show stable, strong, enduring psychological ties to their school, their students, and their subject areas" (1993, 489).The results indicated that 91.3% of respondents strongly agreed that teamwork developed a competitive spirit among educators. Teamwork could motivate educators to be more dedicated to work and compete by producing good results. It also stimulates those educators who seem to be left behind.

4.3.4 Teamwork increases work place productivity

The respondents were requested to indicate their experiences about the increase of work place productivity in team.

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Table 4.9: Teamwork increases workplace productivity

Teamwork increases workplace productivity	Frequency	Percentages
Strongly agree	131	87.3
Agree	19	12.7
Not sure	0	0.0
Disagree	0	0.0
Strongly disagree	0	0.0
Total	150	100.0

The results indicated that 100% of the respondents agreed that teamwork increases work place productivity. Teamwork had a positive impact on school effectiveness. In teamwork, educators improve relationships, cooperation and share ideas, which leads to a healthy teaching and learning environment in which workplace productivity is also improved. Teachers may not produce good results without teamwork. The result answers the research questions which asked the respondents to indicate whether teamwork affects school effectiveness. The results are consistent with literature (Henkin & Wanat, 1994; Katzenbach & Smith, 1993; Naquin & Tynan, 2003) who indicated that teamwork increased work place productivity.

4.3.5 Teamwork viewed as a venue for committed actions

Table 4.10 indicates the perceptions of viewing teamwork as a venue for committed actions.

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Table 4.10: Teamwork viewed as committed actions

Teamwork viewed as committed actions	Frequency	Percentage
Strongly agree	109	72.7
Agree	41	27.3
Not sure	0	0.0
Disagree	0	0.0
Strongly disagree	0	0.0
Total	150	100.0

The results indicate that 100% of the respondents agreed that teamwork viewed as a venue for committed actions. In teamwork educators work freely through to positive working climate, good relationships and cooperation. The results are in line with the findings of Donnellon, (1996) and Garner, (1995), who found that team work might be viewed as venue for committed actions. Educators may not commit themselves without teamwork. They also help each other and know their weaknesses and strengths when working together.

4.3.6 Teamwork encourages joint decision-making

Table 4.11 indicates how teamwork encourages the decisions made at schools.

Table 4.11: Teamwork encourages joint decision-making

Teamwork encourages joint decision-making	Frequency	Percentage
Strongly agree	138	92.0
Agree	12	8.0
Not sure	0	0.0
Disagree	0	0.0
Strongly disagree	0	0.0
Total	150	100.0

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Results indicate that 100% of the respondents agreed that teamwork encouraged joint decision- making. Members of the team are able to own decisions taken and thus able to work together. Teamwork has a positive impact on how decisions are made in schools. These are decisions taken in meetings when staff or management teams decide on the school activities. When educators are involved in decision-making they also share responsibility and reduce the burden from the school management. The results agree with the findings by Dee and Henkin (2001) which says teamwork encouraged joint decision-making.

4.3.7 Teamwork improves communication.

The respondents were requested to indicate whether teamwork enabled communication flow within the organization.

Table 4.12: Teamwork improves communication.

Teamwork improves communication.	Frequency	Percentage
Strongly agree	108	72.0
Agree	42	28.0
Not sure	0	0.0
Disagree	0	0.0
Strongly disagree	0	0.0
Total	150	100.0

Table 4.12 above indicates that 100% of the respondents agreed that teamwork improved communication in schools. The respondents indicated that without teamwork communication would not improve in schools. Teamwork enables team members to communicate always and it also enables top–bottom and bottom-top communications. No organization can be run without communication. Without communication cooperation, relationships and healthy teaching and learning environment cannot be achieved. The results are in line with the findings by Pounder (1999) who indicates that teamwork improves communication in schools.

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Table 4.14: Teamwork reduces conflict in a school situation.

Teamwork reduces conflict in a school situation	Frequency	Percentage
Strongly agree	140	93.3
Agree	5	3.3
Not sure	5	3.3
Disagree	0	0.0
Strongly disagree	0	0.0
Total	150	100.0

The results indicate that 96.6% of the respondents agreed that teamwork reduced conflict, but 3.3 % of the respondents were not sure that teamwork could reduce conflict. In teamwork, relationships, cooperation and communication are improved and the common goal in which the team wants to achieve bonds all team members to work together cooperatively and reduces conflict in school. The results agree with the findings by French and Bell (1984) that teamwork resolves differences of opinions. These results suggests that teamwork should be encouraged in schools as it contributes towards their effectiveness, fewer time would be dedicated to resolving conflicts in a school.

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4.4 Section C: Management Support

In this section respondents were requested to indicate their experiences on how school management teams affect school effectiveness. The results are presented below:

4.4.1 Sharing leadership roles with other team members

The respondents were requested to indicate their experiences on how the School Management Teams involved them in leadership roles.

Table 4.15: Sharing of leadership roles with other team members

Sharing leadership roles with other team members	Frequency	Percentage
Never	6	4.0
Occasionally	56	37.3
Frequently	55	36.7
Always	33	22.0
Total	150	100.0

Results indicate that 4.0% of the respondents never shared leadership roles with School Management Team and 96.0 % of the respondents are involved in leadership roles differently. 37.3% of the respondents shared leadership roles occasionally, 36.7% of the respondents shared leadership roles frequently and 22.0% of the respondents share leadership roles always with their School Management Teams. These results suggest that the School Management Teams should consult team members always when decisions are made to involve them fully in leadership roles.

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4.4.2 Encouraging team members to set themselves really challenging tasks

In Table 4.16 the respondents indicated how the School Management Teams encouraged team members to set themselves really challenging tasks.

Table 4.16: Encouraging team members to set themselves really challenging tasks.

Encouraging team members to set themselves really challenging tasks.	Frequency	Percentage
Never	5	3.3
Occasionally	57	38.0
Frequently	47	31.3
Always	41	27.3
Total	150	100.0

The results indicate that 3.3% of the respondents were not encouraged to set themselves really challenging tasks. However, 38.0% of respondents were occasionally encouraged to set themselves really challenging tasks, while 31.3% of the respondents were encouraged frequently to set themselves really challenging tasks and 27% of the respondents were always encouraged to set themselves really challenging tasks. The statistics indicated that 96.6% of the respondents were encouraged differently to set themselves really challenging tasks. These results suggest that School Management Teams should always encourage team members to set themselves really challenging tasks by delegating them to complete tasks in school, this would contribute in making schools to be more effective.

4.4.3 Socializing with team members to build team spirit

The respondents were requested to indicate how often they socialized with School Management Teams to build team spirit. The results are presented in Table 17.

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Table 4.17: Socializing with teams to build team spirit

Socializing with team members to build team spirit	Frequency	Percentages
Never	12	8.0
Occasionally	49	32.7
Frequently	56	37.3
Always	33	22.0
Total	150	100

There were 8.0% of the respondents who never socialized with school management teams to build team spirit, while 32.7% socialized with School Management Teams occasionally to build team spirit and 37.3% respondents indicated that they frequently socialized with school Management Teams to build team spirit. Only 22% of the respondents always socialized with School Management Teams to build team spirit. Results indicated that 92% of the respondents experienced socialization with School Management Team to build team spirit. The respondents experience was differently and to minimize the gap the School Management Team should socialize with all staff members to build team spirit as this would make the school to be effective. Socialization takes place in teamwork when team members share ideas, improve relationships, communicate and work cooperatively.

4.4.4 Considering team member's ideas

In Table 4.18 the respondents indicated how the School Management Teams considered their team members' ideas in teamwork.

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Table 4.18: Considering team member's ideas

Considering team members ideas	Frequently	Percentage
Never	8	5.3
Occasionally	53	35.3
Frequently	60	40.0
Always	29	19.3
Total	150	100.0

The result indicated that 5.3% of the respondents showed that School Management Teams never consider their ideas, 35.3% of the respondents indicated that their ideas were occasionally considered, 40.0% of the respondents' indicated that team members' ideas were frequently considered by the School Management Team and only 19.3% of the respondents indicated that their ideas were always considered by School Management Teams. The respondents indicated that 94.6 % of the team member's ideas were considered by School Management Team in different levels within the teamwork. The ideas of team members could be considered by involving them in decision-making, asking them about the current working method and consulting them for the progress of the school. The results suggest that team members' ideas should be considered to improve school effectiveness.

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4.4.5 Consulting team members for school progress

The respondents were requested to indicate their role in the progress of the school.

Table 4.19 Consulting team members for school progress.

Consulting team members for school progress	Frequency	Percentage
Never	12	8.0
Occasionally	50	33.3
Frequently	52	34.7
Always	36	24.0
Total	150	100.0

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The results indicated that 8.0% of the respondents were never consulted for the progress of the school, 33.3% of the respondents were occasionally consulted for the progress of the school, 34.7% of the respondents were frequently consulted for the progress of the school while 24.0% respondents indicate that they were always consulted for the progress of the school. The statistics indicated that 92.0 % of the respondents were consulted differently for the progress of the school. Team members need to be consulted always for the progress of the school through encouraging them to visit School Management Teams with any problem which affects school progress. The results would indicate that the School Management Teams need to consult team members for the progress of the school as this affects school effectiveness. When team members consult each other, they are able to work together.

4.4.6 Giving team members precise goals

In Table 4.20 the respondents indicated how the School Management Teams gave them precise goals to complete their tasks in teamwork.

Table 4.20: Giving team members precise goals.

Giving team members precise goals	Frequency	Percentage
Never	6	4.0
Occasionally	55	36.7
Frequently	60	40.0
Always	29	19.3
Total	150	100.0

Table 20 above indicates that 36.7% of the respondents got precise goals occasionally from the School Management Teams, 40.0% of the respondents frequently got precise goals from the School Management Teams and 19.3% of the respondents always got precise goals from the School Management Teams. Only 4.0% never got precise goals from the School Management Team. The statistics indicate that 96.0 % of the

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respondents were given precise goals by the School Management Teams differently. In teamwork there should be clarity of goals, good relationships and communication and cooperation to complete the task. These results suggest that school management teams should give team members precise goals to achieve team task in time and effectively.

4.4.7 Trust of school management teams in team members.

In Table 4.21 the respondents indicated trust of school management teams in team members.

. Table 4.21 Trust of school management teams showing in team members

Trust of school management teams in team members	Frequently	Percentage
Never	11	7.3
Occasionally	53	35.3
Frequently	48	32.0
Always	38	25.3
Total	150	100.0

There were 7.3% of the respondents who were never trusted by the School Management Teams, 35.3 % of the respondents were trusted occasionally, 32.0% were frequently trusted and 19.3% of the respondents were always trusted. The results indicated that 92.6 % of the respondents were experiencing trust from the School Management Team. Results suggest that School Management Team should trust team members by delegating them to complete tasks and give them chances to consult School Management Teams where they experience problems. The School Management Teams should trust team members so that they improve relationships and co-operation within the team for school effectiveness.

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4.4.8 Team members say in decisions affecting them

The respondents were requested to indicate how the School Management Teams involve them in decision-making that affects the school progress.

Table 4.22: Team members say in decisions affecting them.

Team members say in decisions affecting them	Frequently	Percentage
Never	9	6.0
Occasionally	60	40.0
Frequently	42	28.0
Always	39	26.0
Total	150	100.0

The results indicate that 6.0% of the respondents were not involved in decision-making which affects them, 40.0% of the respondents were occasionally involved in decision-making which affects them, 28.0% of the respondents were frequently involved in decision-making which affects them and 26.0% were always involved in any decision-making which affects them. The respondents indicated that 94% of the respondents were involved in decision affecting them by the School Management Team differently. The statistics indicated that 68.0 % of the respondents were not full involved in any decision making affecting them. The results suggest that team members should be fully involved in any decision affecting them through considering ideas of team members and consulting them in any situation.

4.4.9 Asking individual in the team what they think about NCS

In Table 4.23 show how the school management teams contacted team members about implementation of current working method.

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Table 4.23 Asking individuals in the team what they think about NCS.

Asking individuals in the team what they think about current working method.	Frequency	Percentage
Never	29	19.3
Occasionally	61	40.7
Frequency	34	22.7
Always	36	17.3
Total	150	100.0

Table 4.23 shows that 19.3% respondents indicated that they were not asked what they thought about current working method by the School Management Team, 40.7% were occasionally asked and 22.7% were frequently asked. Only 36 17.3% of the respondents were always asked what they thought about current working method. The results indicated that 80.6% of the respondents were asked about what they think about the current working method. The school management teams should always ask team members about the good and the bad of current working method so that they can improve where necessary as a team. These results suggest that the school management team should encourage educators to have positive attitudes towards current working method (National Curriculum Statement).

4.4.10 Encouraging team members to visit them with problems which affecting school effectiveness.

Table 4.24 Show how the school management teams encourage team members to visit them with problem which affect the school progress.

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Table 4.24. Encouraging team members to visit them with problems which affect school effectiveness.

Encouraging team members to visit them with problem which affecting school effectiveness.	Frequency	Percentage
Never	10	6.7
Occasionally	65	43.3
Frequently	42	28.0
Always	33	22.0
Total	150	100.0

Slightly less than a quarter (22.0%) of respondents indicate that school management teams always encouraged team members to approach them if they had problems which affected school's effectiveness. More than a quarter (28.0%) was frequently encouraged, (43.3%) were occasionally encouraged and only 6.7% were never encouraged to visit management with any problem affecting school effectiveness. The results indicated 71.3 % of the respondents were sometimes encouraged by the School Management Team to approach them with any problem that affected school effectiveness. The statistics indicated that 93.3% of the respondents experienced encouragement unequally from the School Management Team. The results suggest that school management teams should create a positive working relationship which encourages staff as team members to approach them when they experience any problem which affects school progress. This can be achieved when SMT socializes with team members to promote good relationships and team spirit.

4.4.11 Communicating with team members using every available means

The respondents were asked to indicate how the school management teams communicate with them using available means at school.

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Table 4.25: Communicating with team members using every available means.

Communicating with team members using every available means.	Frequency	Percentage
Never	8	5.3
Occasionally	61	40.7
Frequency	43	28.7
Always	38	25.3
Total	150	100.0

The results indicated that 5.3% of the respondents showed that the school management teams never used every available means to communicate with other members in the school, more than a quarter 40.7% indicated that they did occasionally, 28.7% did it frequently while a little more than a quarter (25.3%) always did it. The respondents indicated that 69.4 % of School Management Teams sometimes uses every available means to communicate with team members. The statistics showed 94.7% of the respondent experienced inadequate communication with School Management Team. Schools cannot be effective without proper management and working relations and good communication in a team. Only through teamwork can communication be improved. The results suggest that every means of communication in schools should be used to improve communication, so that every member should be aware of what is happening.

4.4.12 Leading brainstorming sessions to generate new thinking within the team

In Table 4.26 the respondents indicated how the School Management Teams led brainstorming sessions to generate new thinking skills.

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Table 4.26. Leading brainstorming sessions to generate new thinking within the team.

Leading brainstorming sessions to generate new thinking within team	Frequently	Occasionally
Never	7	4.7
Occasionally	42	28.0
Frequently	47	31. 3
Always	54	36. 0
Total	150	100.0

The respondents indicate that 4.7% of the School Management Team never led brainstorm sessions to generate new thinking within the teams, 28% did it occasionally, 31.3% of the School Management Team did it frequently, while 36.0% of the School Management Team did it always. The respondents indicated that 59.3% of the School Management Teams sometimes lead brainstorming sessions to generate new thinking within teams. The statistic indicated that 95.0 % of the respondents experienced brainstorming sessions to generate new thinking within teams led by the School Management Team.

4.4.13. Eliminating conflict caused by overlapping of role responsibility in the team.

The respondents were requested to indicate how School Management Teams eliminated conflict caused by overlap of role responsibility in the teams.

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Table 4.27 Eliminating conflict caused by overlap of role responsibility in the team.

Eliminating conflict caused by overlapping of role responsibility in the team.	Frequency	Percentage
Never	10	6.7
Occasionally	58	38.6
Frequently	46	30.7.
Always	36	24.0
Total	150	100.0

There were 6.7% respondents who indicated that the School Management Team never eliminates conflict caused by overlapping of role responsibility in the team. This is confirmed by a considerable number of respondents who indicated that 38.7% of the School Management Team occasionally eliminates conflicts caused by overlapping of role responsibility in the team while 30.7% of the respondents indicated that the School Management Team eliminates conflict frequently caused by overlapping of role responsibility in a team, 24.0% of the respondents indicated that School Management Teams always eliminates conflict caused by overlapping of role responsibility in a team. The results indicated that 93.3% of the School Management Team eliminates conflict caused by overlap of role responsibility differently and also minimize conflict in teamwork, by taking differences of opinions as a challenge not a conflict. This would have a positive impact on the effectiveness of the school.

4.4.14 Inspiring team members by leading them from front

Table 4.28 indicates how the respondents were led by School Management Teams to inspire them as team members.

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Table 4.28 Inspiring team by lead them from front.

Inspiring team members by lead them from front	Frequently	Percentage
Never	29	19.3
Occasionally	68	45.3
Frequently	17	11.3
Always	36	24.0
Total	150	100.0

The results indicate that 24.0% of the respondents were always inspired by School Management Team through leading them from front, 11.3% of the respondents were frequently inspired by School Management Team through leading them from front, 45.3% of the respondents were occasionally inspired from front by School Management Team while 19.3% of the respondents were never inspired from front by School Management Team. The respondents indicated that 80.6% of the inspired by School Management Teams leading the team from the front in different ways. The results show that the school management team should initiate change to motivate and to inspire team members, by doing this they will be leading firmly from the front (lead by example).

4.4.15. Seeking opportunities for long-term improvement in working system

In Table 4.29 the respondents indicated how the school management team seeks opportunities for long-term improvement in working system.

Table 4.29 Seeking opportunities for long-term improvement in working system.

Seeking opportunities for long-term improvement in working system	Frequency	Percentage
Never	11	7.3
Occasionally	60	40.0
Frequently	47	31.3
Always	32	21.3
	150	100.0

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There were 7.3% of the respondents indicated that the School Management Team were not sought opportunities for long-term improvement in schools, 40.0% of the respondents indicated that the School Management Team were occasionally sought opportunities for a long-term improvement in schools and 31.3% of the respondents indicated that the School Management Team frequently sought opportunities for long-term improvement in schools while 21.3% of the respondents indicated that the School Management Team always seek opportunities for long-term improvement in schools. Such long term improvement plans should be based on teamwork in order to work towards school effectiveness. The results indicated that 92.6% of the School Management Teams sought opportunities for term improvement in working systems differently. In planning the School Management team should include short-term and long-term planning for the progress of the school. The results suggest that the School Management Team should seek opportunities for long-term improvement in schools.

4.5 Conclusion

In section A the respondents were requested to indicate their biographical information regarding gender, academic qualifications, professional qualifications, teaching experience and teaching phase from table 4.1 – 4.6.

In section B the results indicated that the respondents agreed with all the statement from table 4.6 - 4.14 about the impact of teamwork on school effectiveness. The respondents indicate 100% in all Statement, except table 4.8 and table 4.14 were the few respondents indicated that they were not sure about the statement. Table 4.8 indicated 8.7% of the respondents were not sure that teamwork develops competitive spirit among educators and table 4.14 indicated 3.3% of the respondents were not sure that teamwork reduces conflict in school situation.

In section C the respondents indicated their experiences on how the School Management Team affects school effectiveness. The respondents indicated that they

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were not getting enough support from the school management team. From table 4.15 - 4.29 all respondents indicated more than 90% of the respondents were not fully involved in leadership role. The School Management Team involve educators in leadership role differently, the majority of the respondents indicated that they were sometimes supported by the School Management Team. The statistics from all tables in section C indicated that the respondents who got enough support from the School Management Team were less than 40%. From the experiences of the respondents the School Management Team should improve and support educators up to hundred (100%) for the effectiveness of the school.

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CHAPTER 5: MAIN FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the main findings are presented followed by conclusions and recommendations regarding the impact of teamwork on school effectiveness in the Soutpansberg North Circuit.

5.2 Main findings

The following main findings addressed the following three research questions in this study, which are presented and briefly discussed:

The first research question that the study addressed is as follows: What are the attitudes of school managers and educators towards teamwork in a school?

5.2.1. The attitudes of school managers and educators towards teamwork

Results show that the attitudes of school managers are positive. The following findings regarding attitudes of educators working as a team has been identified:

- Positive working climate (environment)

Results indicated that teamwork creates positive working climate in schools. A team's success is a function of team member's talents and available resources and processes that team members employ to interact with each other in order to get work accomplished. In an open climate there is mutual candidness between the school principal and staff members as well as between staff and pupils.

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- Work place productivity for both educators and learners

Results indicate that teamwork increases work place productivity for both teachers and learners. An improvement in schools occurs in conjunction with cooperation, good relationship, competitive spirit and good communication of educators working as a team. This can be achieved by the creation of a healthy teaching and learning environment by the School Management Team.

- Communication

Respondents indicated that teamwork improves communication in schools. Communication creates working relationships, trust, healthy teaching and learning environment and reduces conflict in schools. Communications enables team members to be fully informed of anything happens at school and make it easy for team members to achieve their common goals.

- Joint decision-making

The respondents indicated that teamwork encourages joint decision-making in school. Without teamwork school management team and educators cannot make decision together. In teams, members coordinate to their decisions and activities by sharing information and resources to attain shared goals.

- Teamwork improves co-operation among educators

The respondents indicated that working together as a team co-operation is improved through respecting, listening and sharing team member's ideas. Without teamwork educators cannot get

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- Competitive spirit among educators

The results indicated that when educators working as a team, in different teams, educators compete in completing their tasks in time and correctly. Competitive spirit increases the degree of motivation.

The second research question that the study addressed is as follows: What is the effect of teamwork on educator's relationship at school?

5.2.2 Teamwork improves educator's relationship

Results indicate that teamwork improves educator's relationships in schools, and creates an environment that is supportive and engaging for student learning. Without teamwork educators relationship cannot be improved. Schools effectiveness depends on every teacher's ability to work with others. The findings regarding the improvement of educator's relationship had been identified:

- Socialization

The respondents also indicate that the school management teams are socializing with them to build team spirit, to improve communication and to encourage them to visit school management team with problem which affect school progress. Socialization improves working climate produced by honest, openness, consistent and respectful behavior. In this climate teams perform well, without it, they fail.

- Communication

The results indicated that the school management teams are using every available means to communicate within the school but not fully. Communication should be improved by communicating always within the school to make school more effective.

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Teamwork offers team members to become more fully informed and make meaningful contribution when communicating. Giving feedback it also provides information to other team members and their performance. Communication enables team members to develop the general feelings of co-operation, oneness, commitment and positive interdependence improved.

- Build trust to team members.

The respondents indicated that school management built trust among team members. They delegate some of the team members to run activities happen at school. The school management team showed incomplete trust to educators. Teamwork builds trust among the team members and the school management team should improve it. Teamwork improves the level of confidence that team member's shows in interpersonal relations. It also strengthens trust that enables team members to be more effective and without teamwork educators cannot build trust.

The third research question that the study addressed is as follows: What is the impact of teamwork on school effectiveness?

5.2.3 Teamwork has positive impact on school effectiveness

The results indicated that teamwork has a positive impact on school effectiveness; however the respondents indicate that educators were not fully involved in leadership roles.

The following findings regarding the team impact on school effectiveness had been identified:

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- Shares leadership roles.

The respondents indicated that they are sharing leadership roles through joint decision making; the school management team considers their ideas in staff meeting, consult them for the progress of the school and the respondents also indicate that they are given chance to have say in decision affecting them. However the results indicated that respondents are not fully involved in leadership roles.

- Educators are also delegated to attend school management team meetings held by circuit. Educators also have many teams in school such as sport team, disciplinary team, art and culture team and other teams. In these teams educators share work load in school and work together to attain their goal. This help to motivate and even inspire the team members to get involved in creating environment where there is a positive approach to work, along high level of commitment.

5.3 Conclusions

On the basis of the data collected in the impact of teamwork on school effectiveness from 37 primary and secondary schools in the Soutpansberg North Circuit, Vhembe Region within Limpopo Province. Data collected indicated that the school management team were not involving educators fully in leadership roles, the following conclusion is supported by result which indicate that the majority of the respondents were involved in leadership roles occasionally and frequently, few respondents were involved in leadership roles always. Teamwork could improve school effectiveness, if educators were fully involved in leadership role

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In this study the following conclusions for further research in the impact of teamwork on school effectiveness had been identified:

5.3.1 Teamwork and conflict in school situation.

5.3.2 Teamwork lowers absenteeism.

5.3.3 How decisions are made in schools?

5.4 Recommendations

On the basis of the research the following is recommended:

5.4.1 The School Management Team should consult educators always when decisions are made to consider their ideas and be aware of what is happening within the school.

5.4.2 The School Management Team should socialize with educators to share ideas, improve communication and relationship and to build trust.

5.4.3 The School Management Team should lead by example and give educators clear goals to achieve short and long term objectives.

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Appendices

P.O .Box 46
Mudimeli
0991
10 June 2008

Dear Respondents

I am studying for a Master's degree in Education at the University of Venda. I am conducting a research on THE IMPACT OF TEAMWORK ON SCHOOL EFFECTIVENESS. I would like you to assist me with this part of my studies by completing the attached questionnaire.

The responses will be confidential and will be used solely for the purpose of the study.

In anticipation, accept my sincere appreciation for your willingness to assist me.

Yours faithfully

Ramalamula M.V (Cell No: 074 2526 715)

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P.O .Box 46
Mudimeli
0991

10 June 2008

The Circuit Manager
Soutpansberg North
Private Bag X 1001
0955

Dear Sir / Madam

I am studying for a Master's degree in Education at the University of Venda. I am conducting a research on THE IMPACT OF TEAMWORK ON SCHOOL EFFECTIVENESS.

I would like to conduct research in your circuit where I would request educators to complete the questionnaires. I humbly request you to grant me permission to conduct the research.

The responses will be confidential, and will be used solely for the purpose of the study.

In anticipation, accept my sincere appreciation for your willingness to assist me.

Yours faithfully

Ramalamula M.V (Cell No: 074 2526 715)

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TEAMWORK IMPACT QUESTIONNAIRE

SECTION A

For each of the following items, indicate what applies to you by making a cross in the appropriate block. Mark **once** only in each item.

1. Gender

Female	1
Male	2

2. Highest academic qualification

Standard 10 (Grade 12)	1
First degree	2
B.ED or Honors degree	3
Master's degree	4
Doctoral degree	5

3. Professional qualification

PTC or Lower	1
PTD	2
STD	3
FDE	4
ACE	5
NPDE	6
UED	7
OTHER (SPECIFY)	

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4. Teaching experience

0 – 10 years	1
11 – 20 years	2
21 – 30 years	3
31 years and above	4

5: Teaching phase and band

Teaching phase and band	Frequency	Percentages
Foundation phase	22	14.7
Intermediate phase	53	35.3
Senior phase	39	26.0
GET Band	34	22.7
FET Band	2	1.3
Total	150	100.0

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SECTION B

For each of the following statements regarding teamwork indicate, by making X in the appropriate block, the extent to which you **agree** or **disagree** about teamwork relations to school effectiveness. Mark **ONE** block only on each item.

	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
6. Teamwork improves cooperation among educators.	1	2	3	4	5
7. Teamwork improves educator's relationships.	1	2	3	4	5
8. Teamwork develops competitive spirit among educators.	1	2	3	4	5
9. Teamwork increases work place productivity	1	2	3	4	5
10. Team viewed as a venue for committed actions.	1	2	3	4	5
11. Teamwork encourages joint decision-making.	1	2	3	4	5
12. Teamwork improves communication.	1	2	3	4	5
13. Teamwork creates a healthy teaching and learning environment.	1	2	3	4	5
14. Teamwork reduces conflict in a school situation.	1	2	3	4	5

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SECTION C

For each of the following statements, indicate what applies to you by marking only **ONCE** with an X in the appropriate block, whether The School Management Team does the following:

	Never	Occasionally	Frequently	Always
15. Sharing leadership role with other team members.	1	2	3	4
16. Encouraging team members to set themselves really challenging tasks.	1	2	3	4
17. Socializing with teams to build team spirit.	1	2	3	4
18. Considering team members' ideas.	1	2	3	4
19. Consulting team members for school progress.	1	2	3	4
20. Giving team members precise goals.	1	2	3	4
21.Trust of school management teams showing in team members	1	2	3	4
22. Team members say in decision affecting them.	1	2	3	4
23. Asking individuals in the team what they think about NCS.	1	2	3	4
24. Encouraging team members to visit them with problem that affects school effectiveness.	1	2	3	4
25 Communicating with team members using every available means.	1	2	3	4
26. Lead brainstorming sessions to generate new thinking within team	1	2	3	4
27. Eliminating conflict caused by overlapping of role responsibility in the team	1	2	3	4

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28. Inspiring team members by leading them from front.	1	2	3	4
29. Seeking opportunities for long-term improvement in the working system	1	2	3	4

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