LEADERSHIP STRATEGIES EMPLOYED BY SECONDARY SCHOOL MANAGEMENT TEAMS IN MANAGING TEAMWORK IN TSHWANE NORTH DISTRICT SCHOOLS

by

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DECLARATION

Student number: **33641676**

I declare that **"Leadership strategies employed by secondary school management teams in managing teamwork in Tshwane North District schools"** is my own work that all sources used or quoted have been indicated and acknowledged by means of complete references.

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ABSTRACT

The study focused on the leadership strategies employed by secondary school management team (SMT) in managing teamwork in Tshwane North District schools. Apart from a literature review, the objective of this study was to explore leadership strategies employed by SMT in managing teamwork, and how it affects the overall school management and performance. The study was conducted in the purposefully sampled six secondary schools wherein 18 SMT members were interviewed and 100 questionnaires distributed to 10 randomly sampled schools from the population of 30 schools.

The study adopted the mixed methods research and sought to unpack the leadership strategies SMT members employ to manage teamwork. Empirical findings elicited by this study are that the concept of leadership strategies is a positive development. The participants' perception of leadership strategies is generally favourable and they welcome the development, though many argue that it is essentially nothing new.

<u>Key terms:</u>

School management teams; leadership; strategies, teamwork; managing teamwork; leadership theories; transformational leadership; participative leadership; benefits of leadership; challenges of leadership

ACKNOWLEDGEMENTS

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ACRONYMS USED IN THIS STUDY

SMT: School Management Team

HOD: Head of Department

DP: Deputy Principal

P: Principal

S: School

MLQ: Multifactor Leadership Questionnaire

STAR: Strength, Teamwork, Alignment and Results

ERG: Existence, Relatedness and Growth

CHAPTER 1

INTRODUCTION

1.1 Introduction and background

My interest to explore more on teamwork arose because of some gaps I picked up while conducting my Master's in Education Studies research. Having done research on how school management teams (SMTs) experienced teamwork, I saw a need to explore more on some good practices of teamwork I picked from some of the sampled schools where I conducted my Master's research. I also saw a need to explore more on which leadership strategies and systems some of that secondary SMTs employ to manage teamwork. It also emerged during the data analysis of my dissertation that, though some SMT members functions as a team, there is still a gap in strategies and systems they use to manage teamwork. In some instances, systems are there, but implementation and monitoring are not done accordingly, hence the ineffectiveness of teams.

Although some researchers have consistently identified effective teamwork as a requirement for enhanced teaching and learning in schools, studies proved that there is still limited knowledge of what makes SMTs' effective team members, and even less information on how to employ leadership strategies in implementing teamwork in schools. Teamwork is essential in the provision of quality teaching and learning. Other studies have also identified teamwork as a requirement for high performing schools. But my experience has shown that some SMT members still have limited understanding of leadership strategies to employ in order to manage teamwork, hence more research needs to be conducted on this topic.

Gyimah (2012:61) affirms that "teamwork is very popular today in organizations particularly in schools, but an unnatural act that takes a strategy, discipline, and practice". He further explains that "most of school managers talk about teamwork, put a group of educators together, and say, you are a team now". Duly formed team must go out and functions. In the current challenging environment, teamwork is more important than ever. The question is, are these SMTs prepared for what they are against. Northouse (2004:67) explicates that "if schools as organizations are to survive and thrive in the future, they must use the creativity and potential of their educators at all levels".

Rowe (2007:87) also perceives teamwork as "creating a work culture that values collaboration". For him, "in a teamwork environment, people understand and believe that thinking, planning, decision, and actions are better when done cooperatively." People recognise, and even assimilates the belief that "none of us is as good as all of us." As organisations, schools should work towards valuing diversity of their members, ideas, background, and experiences. It is true that in working situation like schools, every SMT member as a manager possesses unique experiences and a different background to help shape who he is and how he interacts with other SMT members. Even though individuals have unique personalities and learning characteristics, they can find common ground to work together as a successful team. However, this does not mean that the goal needs to be achieved through one certain type of process.

As aptly put by Ivancevinch, Konopaske, and Matteson (2007:45), "team management systems must be used to achieve teamwork and strategic planning". They further endorse that "any SMT member who wants its staff members to work collaboratively, produce better results and less recourse should follow this rule". It is further explained that if several SMT members start working as a team they can do more tasks and deliver higher value education. Team management systems allow organizing people into teams and establish teamwork through planning team's strategies, setting team goals, defining team values, and controlling team performance. Similarly, Northouse (2004:67) argues that "leadership strategies might be systems such as software solutions that help managers and team leaders to plan, control and measured tasks and activities of a group through setting goals, managing collaborative workflows, and monitoring performance."

1.2 Statement of the problem

Perhaps, it is noteworthy to mention that team management and leadership strategies in schools are a global concern. With this in mind, the absence of leadership strategies and systems in managing teamwork, among others, in the Tshwane North District schools appear to have impact on the overall management of schools. Evidently, there seems to be a knowledge gap in putting systems in place to manage teamwork in the SMT that affects the entire school's performance. At the heart of this study rests the assumption that teamwork in the SMT should be driven

from a transformational leadership perspective. Flowing from the above, the central and guiding question is as follows: *How do SMT members employ leadership strategies to manage teamwork in secondary schools*? In line with the central question, the guiding research sub-questions are:

- What are the perceptions of SMTs on team management?
- Which strategies are in place to manage teamwork?
- To what extent does absence of strategies of managing teamwork impact on the quality of teaching and learning?
- What guidelines could be employed by SMTs in managing teamwork in schools?

1.3 Aim of the research

The aim of this research is to explore leadership strategies employed by SMT in managing teamwork, and how they affect the overall school management and performance.

The objectives of this study are to:

- Investigate the perception of SMTs on team management in schools;
- Investigate strategies in place to manage teamwork;
- Investigate the impact the absence of strategies to manage teamwork have on teaching and learning and the entire school performance; and
- Suggest guidelines that could be employed by SMTs in managing teamwork in secondary schools.

1.4 Significance of the study

This study has the potential of assisting SMT members by empowering them with knowledge and skills, which will assist them in managing teamwork effectively and equally in maximising the potential benefit for learners' education; and enable the SMT to realise that teamwork is central in the efficient and effective school management. It might also influence SMT members to realise that good leadership strategies play a key role in managing teamwork in schools, which may result in improving school outcomes by influencing the motivations and capacities of

educators, as well as the school climate and environment. In addition, the study has the potential of providing the Department of Basic Education (DBE) with guidelines to improve on developmental of SMTs on team management systems. This research will also be of great significance not only to those sampled schools, but also to the entire education system as it might reduce some of the conflict at schools as a result of SMT members not working as a team. It will also give SMT members guidance on how to monitor and manage teamwork in schools.

1.5 Rationale and Motivation

What personally motivated me to explore more on teamwork and leadership strategies is, in my current work as a deputy principal in one secondary school in Tshwane North District, I have realised that we have "good team management systems" in place but implementation and management of those systems to ensure effective teamwork is still a challenge. In addition, I have also recognised these gaps while researching on teamwork experiences among SMT members during my Master's dissertation and that is where interest arose to explore more on teamwork.

1.6 Limitation of the study

This study is not set out to observe strategic management and systems in practice, and will therefore heavily rely on views expressed by respondents through interviews conducted, and questionnaires to be distributed. The study will therefore be open to the same validity threat experienced by most mixed methods studies. I trust that using more than one data source, as well as rigorously reporting and discussing the data will sufficiently address this threat.

This study will also of course, not generalise statistically as it will only focus on Tshwane North District Schools, though the picture might probably be found in most areas of South Africa.

1.7 Definition of concepts

1.7.1 Leadership strategies

For Gyimah (2012:86), "strategic leadership is the ability to anticipate, envision, maintain flexibility, and empower others to create strategic change as necessary". Multicultural in nature, strategic leadership involves managing through others,

managing the entire school rather than a functional submit, and coping with change that continues to increase in the 21st century competitive landscape. Rowe (2007:88) further explains that strategic leaders must learn how they can effectively influence human behaviours, often in uncertain environments. By word or by personal example, and through their ability to envision the future, effective strategic leaders meaningfully influence the behaviours, thoughts, and feelings of those with whom they work.

On the one hand, Ivancecich et al., (2007:46) affirm that "effective strategic leaders use visioning to motivate employees". They often solicit corrective feedback from peers, superiors, and employees about the value of their difficult decisions and vision. Ultimately, they develop strong partners internally and externally to facilitate execution of their strategic vision. On the other hand, Northouse (2004:68) points out that "leadership strategy makes explicit how many SMT members the school need, and behaving in what fashion individually and collectively to achieve the total success the school needs". In addition, Ivancevich et al., (2007:47) state that, like business strategies, leadership strategies are based on a tougher analysis of the current situation and an informed view of the future. The strategy then provides a series of recommendations to close the gap between the current situation and desired future.

Gyimah (2007:87) views strategic leadership as a "prerequisite to successfully using the strategic management process". For him, "strategic leadership entails the ability to anticipate events, envision possibilities, maintain flexibility, and empower others to create strategic change". SMT members are an important resource for schools to develop and exploit performance advantages. In addition, when they and their work are valuable, rare, imperfectly, imitable, and non-substitutable, strategic leaders can themselves be the source of performance advantages. For example, SMT members that have significant management and leadership knowledge and skills always positively contribute to the school's use of growth strategies. Overall, most of SMT members are effective when they have diverse skills (Northouse, 2004:68).

1.7.2 Strategic Management

Jay, Barney and Clifford (2010) essentially see strategic management as a "rational approach to organisational management". They further assume that "leaders can acquire measure of control over the often turbulent, and always changing external environment". The greatest advantage of strategic plans is that all stakeholders are already aware of their tasks during the planning stage of a project, the resources needed, periods and standards set. The control mechanisms ensure effective and efficient implementation of the plans. Strategic management can be used to determine mission, vision, goals, objectives, roles and responsibilities, as well as timelines in school.

Elmore (2006) suggested the following management strategies that SMT members could use to facilitate teamwork in schools:

Shared vision

SMT members must create an inspiring vision for the future of their schools, vision that is clear and informs all throughout the school organization what the future holds and their role in it. SMT members must understand the vision shared repeatedly and numerously. SMT members must be deliberate and have a plan on how to communicate the vision. They need to share the vision and tie it into daily tasks every day in their meetings. Comments, additions, and clarifications from others also need to be included too.

Trust among members

Elmore (2006) also pointed out that SMT members should develop interdependency on others characterized by high trust and risk taking. He further explains that as leaders they must learn to develop trust by being vulnerable and admitting their mistakes. High expectations need to be set for their teams and encourage risk taking and direct feedback.

Established expectations and guidelines

Elmore's (2006) view clarified reciprocal expectations and established guidelines on how to work together as essential strategic management in making sure the team functions to the fullest. To be a team the individuals need to co-create expectations for them and feel that their inputs are valued. Together as a team, SMTs must take decisions, using majority ruling, minority, either a "tell", content expert, unanimous, or consensus. Meetings and team guidelines need to flow out of the expectations such as "one conversation at a time, stay focused, and defer judgement."

1.7.3 Teamwork

Gone are those days when organizations assigned individual tasks to each employee based on their hierarchy and let them alone to fulfil them. These days' schools as organization have realised that it is only through proper teamwork and commitment that they can work towards achieving both school as well as individual goals.

Webster's New World Dictionary (2008) defines teamwork as "a joint action by a group of people, in which each person subordinates his or her individual opinions to the unity and efficiency of a group. This does not mean that the individual is no longer important. However, it does not mean that effective and efficient teamwork goes beyond individual accomplishments. To produce the most effective teamwork, all individuals must harmonize their contributions and work towards a common goal.

Putatunda (2011) states that, "effective teamwork is about good leadership". She further pointed out that "leadership as one of the most aspects of teamwork". This means that the SMT as team leaders should have the skills to create and maintain a working culture that is positive, which in turn will help to motivate. Bhatti (2011) also emphasises that 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 with high levels of commitment.

Bhatti (2011) explains that "a good team leader is a person who does not only focus himself/herself on the purpose and direction of the team, but also makes sure that the other members of the team share this focus". SMT members should also 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 unnecessary conflict which can derail the efforts of any teamwork.

On the other hand, Rajeev (2011) elucidates that "effective team is about effective communication". Furthermore, she explains that "communication is a vital factor of interpersonal interaction, and the very term 'teamwork' represents interpersonal interaction". Hence, one of the 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. He also pointed out that "grappling with and sorting out the complexities involved in communication is thus one of the challenges of developing and sustaining effective teamwork". In case of poor communication observed, measures to work around these aspects and make way for effective communication between the team members need to be taken.

Rajeev (2011) explains that "a team is a group of people with different skills that come together for either a short period or long term, to effectively work on assigned assignments, or perform daily operational tasks". Whether one is managing a new team, or managing a project team or any other team, the guidelines to manage and team build are alike; as the end goal of smooth and productive operations and services has to be met.

1.8 Research Methodology

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

Creswell (2009:203) defines mixed method research as a "design with philosophical assumptions as well as methods of inquiry". As a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis of

data and the mixture of qualitative and quantitative approaches in many phases in the research process. As a method, it focuses on collecting, analysing, and mixing both qualitative and quantitative data in a single study. Its central premises are that the use of qualitative and quantitative approaches in combination provides a better understanding of research problems than approach alone (Garbers, 2006: 109)).

A detailed account of the research methodology employed in this study appears in Chapter 4.

1.9 Chapter summary

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

CHAPTER 2
LITERATURE REVIEW

2.1 Introduction

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

The following sections are discussed in this chapter, namely: conceptualizing team management in schools; the historical and philosophical foundation of teamwork; leadership theories and models; emerging trends and challenges in managing teamwork in schools; transformational leadership in the school context; implications of teamwork in the SMTs and schools in general; practicing teamwork in the school leadership context; and teamwork as a tool for improving the quality of teaching and learning. These themes are addressed to acquaint the reader with what leadership strategies and teamwork entail. After reviewing the sources, I looked at how leadership strategies are practiced in schools to manage teamwork. Certainly, the way in which teamwork is managed in schools could have impact on quality of teaching and learning. Central to this study, is the assumption that if SMTs are given enough training on teambuilding, the possibility is that they will understand what effective teams are and what is expected of them as team members.

2.2 Conceptualizing *leadership* and team *management* in schools

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

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

According to Fine (2010:05), "teamwork in school consists of time, resources and commitment on the part of the SMT to build communication skills, sense of belonging or being part of something that works". Evidently, schools where teamwork is effective, educators enjoy their work, they feel that work matters, they interact with other educators or SMT members well, they view themselves as worthwhile individuals, and they are treated with respect. However, schools where SMT talk about teamwork but do not actually practice it will lack the support needed for success. What makes certain schools to succeed is that they practice their beliefs.

Buber (2007:26) suggests that "SMTs need to practice dialogue rather than monologue in their communication with those they care about". A team member practicing dialogue would speak openly and authentically, they would be who they are, rather than seeming to be someone they are not, they would temper their being

with care for others. As a result, they would engage in inclusion in that they would try to understand the experiences of their teammates. They would affirm, or value, though not necessarily approve of or agree with others. Teamwork in school also refers to a group of people who interact with their teammates by listening and responding throughout rather than turning out of the conversation. It also means people or educational managers who do not seek power over their teammates but rather would insist on equality of all members (Mogotlane, 2006:43).

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

For Everard and Morris (2006:156), "a team is a group of people with common objectives that effectively tackle any task which has been set up to be done". In this definition the word "effectively" suggests that, the quality of task accomplishment is the best achievable within the time available, and that the team makes full and economic use of the resources available.

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

2.3 Historical and philosophical foundations of leadership and teamwork

The concepts "leadership" and "teamwork" have a very rich history and ancient pedigree. However, both concepts as social constructs are key to organisational success. Dyer (2008: 285) avers that "the emergence of the team idea in education can be traced back to the late 1920s and early 1930s with the now classic Hawthorne studies". These, among others, involved a series of research activities designed for an in-depth examination of what happens to a group of workers under various conditions. After much analysis, the researchers agreed that the most significant factor was the building of a sense of group identity, a feeling of social support and cohesion that came with increased worker interaction. Okumbe (2007:40) points out certain critical conditions which were identified for developing effective work teams:

- The manager had personal interest in each person's achievement;
- He took pride in the record of the group;
- He helped the group work together to set its own conditions of work;
- He faithfully posted the feedback on performance;
- The group took pride in its own achievement and had the satisfaction of outsiders showing interest in what they did;
- The group did not feel they were being pressured to change;
- Before changes were made, the group was consulted; and
- The group developed a sense of confidence and candor (Okumbe, 2007).

Flowing from Okumbe's (2007:40) work, the findings spurred companies to seriously consider the idea of grouping their employees into effective work teams and to this day they are still important consideration for human resource developer. Thomas (2008:57) also conducted experiment in the early 1930s on teamwork, by studying relationships between productivity and work conditions. He examined the physical and environmental influences of the workplace, and then moved on to the psychological aspects such as breaks, group pressure, working hours and managerial leadership. In his experiment, he discovered that the relationship between workers and their supervisors affected production. This finding is significant as in the school situation where SMTs are not in good relation, the school performance will be affected and there will be no quality of teaching and learning.

Interestingly, he also discovered that workgroup norm significantly affects productivity, for example, if the SMT set certain norms and standards for their school to achieve well, then they will need to practice those standards for the school to perform well.

Phalane (2012: 31) argues "teamwork can be a very rewarding experience, but it can also be very frustrating". Whether it is rewarding or frustrating hinges on many factors which SMTs should consider. More recently, conceptions of educational leadership indicate that there is a move away from authoritarian leadership style to a more democratic mode of decision-making in schools. The idea that decision-making in schools should be moved to a lower possible level in an attempt to build quality schools not only relates to this shift in leadership style, but enablement of teamwork.

The existing new development seems to pose many new challenges to SMT members. Many of these challenges relate to the idea that schools can be improved through teamwork (Hayes, 2006:12). The notion of school management through teams, though not a new phenomenon, is the re-organization of the education system. The concept was subsequently fleshed out in official documentation where the composition and the roles of SMTs were elaborated upon. From the philosophical perspective, team management is rooted in theories that stress participation, notably site-based (school based) management, teamwork and distributed leadership. According to Garner (2008:210), "traditionally teams have not been heavily used in public schools". However, the tendency to use teams meaningfully in schools has been increasing, especially during the last two decades.

Many site-based management schools have made teams a key component of their school improvement efforts. Teams are also used extensively in a variety of special education settings. For example, Thomas (2008:58) explains that "school accreditation is another area of education that has begun to recommend and advocate the use of teams as a means for bringing about school improvement". Thus, school accreditation plays an extremely significant role in the improvement movement. In addition to this, Okumbe (2007:42) argues that "although human beings have interacted with one another since the beginning of time, the art and science of trying to deal with human relationships in complex organization such as

school is relatively new". During the early days, the needs of people were not quite varied and the school population or enrolment was low, educators tended to work in small groups which were easily managed. The actual working conditions were very poor and yet they had to work for long hours so as to survive the harsh environmental conditions.

In conclusion, teamwork is generally practiced in schools because it is the gathering of workgroup of individual experts by prescribing purposes, having communication, having cooperation, decision–making together in making work plans to accomplish the goal (Brill, 2008:320). Teamwork is increasingly gaining importance and acceptance from SMTs and educators in schools because it is a guideline and a model of efficient work which can solve problems of inflexibility and complexity of work. Bush and Middlewood (2005:107) state that "teamwork has been popular at school and colleges in many countries". A team is a support structure of a school. This is accordance with the concept of Catharine (2009:48) who elucidates that community schools and teamwork are not new ideas, but many communities and schools seeking positive change and safe schools are embracing these strategies for the first time. Teamwork has a potential to provide the spark needed to accomplish the broad-based support and involvement necessary to establish schools.

2.4 Leadership strategies in school context

Leithwood, Seashore, Anderson and Wahlstrom (2004:53) define leadership as "second only to teaching and it has positive impact on learner outcomes". They further expound that "principals and SMTs play an essential role as school leaders to achieve the impact". District officials, in turn, play a critical role by putting in place supportive system practices and procedures such as, SMT workshops on teamwork, monitoring SMT members on a regular basis to review progress made and making regular follow-ups. According to Leithwood et al. (2004:54), the "SMT practices are the actions, behaviours and functions found through research and professional experience to have a positive impact on learner achievements". Leithwood et al. (2004:54) further explicate that the SMT competencies are the skills, knowledge and attitudes of effective school or system leaders. Furthermore, Elmore (2006:34) mentions that "SMT practices and competencies are organized into five domains, in no particular order: setting directions, building relationships and developing people,

developing the school, leading the instructional programme, and securing accountability". Each domain is then described through the practices, skills, knowledge and attitudes relevant to the domain.

In contrast, Marzano, Waters and McNulty (2005:56) also mention that, "leadership strategies which support successful school leadership are organized into six domains", in no particular order: school and district improvement, fostering a culture of professionalism, leadership development, administrative structures, parent and community supports, and succession planning. As instructional leaders, SMTs should embed direct involvement in instruction in their daily work through teamwork with all staff focused on improved school and classroom practices. Elmore (2006:36) emphasizes that "SMT members as leaders who are committed to equity of outcome, they should help to ensure inclusive and instructionally effective learning environments that will increase the likelihood that all students will be successful learners". SMTs should carry out these specific aspects of their role using a growth-oriented and collaborative approach across all the domains of the frameworks.

According to Campbell, Fullan and Glaze (2006:52), "the principal should build a shared vision, fosters the acceptance of group goals and sets, and communicates high performance expectations". Together with SMT members, they must ensure that the vision is clearly articulated, shared, understood and acted upon by all. They should work within the school community to translate the vision into agreed objectives and operational plans which promote and sustain school improvement. Campbell et al. (2006:76) further argue "a SMT should employ the strategy of demonstrating the vision and values in everyday work by practicing, motivating and working with others to create a shared culture and positive climate". They must also ensure creativity, innovation and the use of appropriate strategies to achieve excellence. They must also ensure that strategic planning takes account of the diversity, values, and experience of the school community. Furthermore, Elmore (2006:56) maintains that "SMT members should also provide an on-going and effective communication with the school community".

In their investigation, Dion and Yamarino (2004:67) found that, "principal is able to think strategically to build and communicate a coherent vision in a range of

compelling ways". Furthermore, Dione and Yamarino (2004:68) further postulate that "SMT members are able to inspire, challenge, motivate and empower others to carry the vision of the school forward and to model the values and vision of the board actively by engaging the diverse community, through outreach and building relationships and alliances". Similarly, Bush (2003:98) also found that SMT members have knowledge and understanding of local, national and global trends ways to build, communicate and implement a shared vision. They are also able to implement strategic planning processes in ways that enable them to communicate within and beyond the school rising new technologies.

Avolio and Bass (2004:23) also explain that, "the other strategy that SMT members should employ is to demonstrate commitment to setting goals that are not only ambitious and challenging, but also realistic and achievable and to believe that all students can learn commitment to an inclusive, respectful, equitable school culture". In their research, Avolio and Bass (2004:24) also observed that, "in schools where SMT members strive to foster genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect, performance is improved". The Department of Education (2000) stipulates that SMT members should affirm and empower others to work in the best interests of all students. They must treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture. They must further develop effective strategies for staff induction, professional learning and performance review and also engage staff in professional learning (Department of Education: 2000).

Gunter and Rayner (2007:67) define school leadership in school context "as accompanied by SMT members who develop and implement effective strategies for leadership development, using delegation effectively to provide opportunities for staff to self-actualize". In addition, Gunter and Rayner (2007:68) state that, "the SMT members should acknowledge and celebrate achievements of individuals and teams. They must encourage colleagues to take intellectual risk that lead by example, model core values, demonstrates transparent decision-making, consistent between words and deeds. Bush (2003:45) writes that "performance is improved in schools where in SMT maintains high visibility in the school and interacts qualitatively with staff and students".

Bush (2008:45) further affirms that, "SMT members in most of schools are able to foster open, fair and equitable culture". They are also able to develop, empower and sustain individuals and teams by giving and receiving effective feedback and challenges from their team members. On the other hand, Joseph and Winston (2005:55) elucidate that, "SMT members should influence and motivate others to attain high goals, to communicate effectively with a diverse range of people, including the public and the media to manage conflict effectively and to listen empathetically to actively foster anti-discriminatory principles and practices".

Gunter and Rayner (2007:69) write that "most of the SMT members have knowledge and understanding of the significance of interpersonal relationships, adult learning and models of continuing professional development strategies". Furthermore, Gunter and Rayner (2007:70) opine that "SMT members are able to promote individual and team development so that the relationship between performance management and school improvement impact positively on the school results". In their research, Sumanski and Kolene (2006:80) have proven that "SMTs that strategize and demonstrate commitment to effective working relationships, those who commit themselves to shared leadership always succeed in keeping the team focus and achieving the team's goals".

Leadership strategies in school context, is also defined by Stashevski and Kowlowski (2006:56) as "building collaborative cultures that structure the school for success, and connects the school to its wider environment". They further explain that "SMT should build a collaborative learning culture within the school and actively engages with other schools to build effective learning communities". Furthermore Singh, Manser and Mestry (2007:87) elucidate that "leadership strategies and teamwork in school context nurtures and empower a diverse workforce, provide equity of access to opportunity and achievement". In their research, Singh et al. (2007) have also proven that "SMT members who supervise staff effectively using performance appraisal mostly their staff members experience professional growth". Leadership strategies in school context also develop a school culture which promotes shared knowledge and responsibility for outcomes.

Elmore (2006:57) pointed out that "teamwork and leadership strategies in school context assist SMT to create efficient administrative routines that minimize efforts on recurring and predictable activities". As staff members collaborate and network with others inside and outside the school, they perceive the richness and diversity of school communities. Marzano, et al. (2007:65), mention that "leadership entails fostering a culture of change in school context by engaging in dialogue which builds school community partnerships". The SMT members should listen and act on educator's feedback and they must also engage students and the entire staff members in building teamwork in school. Wing (2005:54) also writes that "SMT members have knowledge and understanding of building and sustaining a professional learning community; they have knowledge and ability to change management strategies that will model effective partnership within the school". They are able to strategize and encourage parent involvement. In his research, Wing (2005:54) has proven that "in schools where teamwork prevails, where teamwork is effectively managed and monitored, staff members usually demonstrate acceptance of responsibility and perform their roles effectively and efficiently".

According to Macbeath (2005:43), leadership strategies in school contexts also include "SMT members setting high expectations for learning outcomes, monitoring and evaluating the effectiveness of strategies put in place". Macbeath (2005:44) further mentions that "SMT members should manage the school effectively so that everyone can focus on teaching and learning". They must ensure a consistent and continuous school-wide focus on student achievement, using system and school data to monitor progress. Similarly, Gunter (2004:62) states that "SMT members must ensure that learning is at the centre of planning and resource management". They should develop professional learning communities to support school improvement. SMTs must participate in the recruitment, hiring and retention of staff with the interest and capacity to further the school's goals.

Owens (2007:23) writes that "SMT members should also provide resources in support of curriculum and differentiated instruction". They must use their management skill to buffer staff from distractions that can impact negatively on their performance. The SMT must implement strategies which secure high standard of student behaviour and attendance. They must implement strategies that will foster a

commitment to equity of outcome and to closing the achievement gap. In their research, Joseph and Winston (2005:47) find out that "most of SMT members are able to put strategies in place to manage teamwork, though implementation and monitoring of those strategies is still a challenge". They further write that "SMT members are able to demonstrate the principles and practice of effective teaching and learning; they are able to access, analyse and interpret data so that they can initiate and support an inquiry-based approach to improvement in teaching and learning".

Elmore (2006:48) established that "leadership strategies in a school context also include putting appropriate structures and systems in place for effective management of the school." He further writes that "leadership entails making organisational decisions based on informed judgments and managing time effectively in order to support the entire staff members". Owens (2007:55) explains that "SMT members as leaders they should demonstrate knowledge and understanding of strategies for improving achievement in school contexts". They should also implement and put in place effective strategies that they will use to assess the entire school performance. Gunter and Rayner (2007:49) also suggest that "SMT members can also use new and emerging technologies to support teaching and learning". This new technologies will assist them to model behaviour and attendance of staff and learners and will also assist them in managing strategies for ensuring inclusion, diversity and access curriculum design. Similarly, Joseph and Winston (2005:68) also assert that "the use of technological management tools for data collection, data analysis and school self-evaluation strategies will also assist SMT members in developing teachers effectively".

Waters and Marzano (2006:65) describe leadership strategies in school contexts as "the responsibility of SMT to demonstrate commitment by raising standards for all students and educators, committed to equity of outcome and closing the achievement gap". The SMT should believe in meeting the needs of all staff members in diverse ways. They should commit themselves to sustaining a safe, secure and healthy school environment by upholding human rights. According to Campell, Fullan and Glaze (2006:64), leadership entails SMT creating conditions for student success and been accountable to students, parents, the community,

supervisors and to the Department of Education. Leadership includes SMT members ensuring that students benefit from a high quality education. The SMT members are specifically accountable for the goals set out in the school improvement plan. The SMT should put in place strategies that will ensure that individual staff accountabilities are clearly defined, understood, agreed to and subject to rigorous review and evaluation. Moreover, they should draft strategies that will measure and monitor teacher and leader effectiveness through student achievement. They must ensure that all strategies put in place are aligned to district, provincial and national targets so that the school council supported in order to participate actively and authentically in its advisory role (Elmore, 2006:66).

According to Davies (2006:121), it is very imperative that SMT develops and presents a coherent, understandable, accurate and transparent account of the school's performance to a range of audiences (e.g., ministry, board, parents, community). This is done to confirm that their strategies are functional. SMT members should conduct meetings where they reflect and review on their personal contribution to school achievements taking account of feedback from other staff members. They should design strategies that will facilitate staff members to participate actively in planned activities in order to meet expectations and goals of the institution.

In their research, Parker, Manstead and Strading (1995:70) report that "leadership strategies in school contexts also include creating an organisational structure which reflects the school's values and enables management systems, structures and processes to work within legal requirements. It also includes making connections to school's goals, to strengthen commitment and improve on school performance".

In conclusion, Parker et al. (1995:71) state that "leadership strategies also mean developing and applying appropriate performance management practices to goals and outcomes identified in the school improvement plan". The SMT should also engage the school community in the systematic and rigorous evaluation of school effectiveness by collecting and using a rich set of data to understand and assess the strengths and weaknesses of the school. They should combine the outcomes of

regular school self-review to check on emerging challenges that still need to be addressed.

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

Begg's and David's (2009: 32) explain that "school principal as a manager is responsible for ensuring that the vision of the plan borne by the SMT on paper is efficiently and successfully implemented, and becomes a ground reality". There are just a few differences in a way a new team with new members is inducted, as opposed to a new team being formed with existing educators in the school. Here school management team members come into play. Begg's and David's (2009:32) further write that "a new team needs to be introduced, whereas a team of existing members just need to get re-acquainted (if they work in different departments)". Cardona and Wilkinson (2006:54) indicate that another challenge in managing teamwork is lack of communication in resolving all issues, including a conflict. As a team head, you should understand the goals and expectations that the senior management has from you as a team manager, while you should be well aware of all the vital information about the team you intend to lead. One of the important information you should educate your team is about the objectives, roles, authority and responsibilities and deadlines.

In their research, Cardona and Wilkinson (2006:55) state that "the team manager should assess strengths, weaknesses, opportunities, and threats involved in assigning tasks to team members as well as its overall impact on the project". Similarly, Criss (2010: 65) writes that "SMT members must make sure that they delegate work based on the skills, knowledge and interest levels of each member". Synchronising group development and effort will take time, but as team managers, they need to facilitate these changes at a good pace. They need to be very clear with instructions, ambiguous language will only give rise to confusion and will create disharmony in the team. Criss (2010:65) further notes that "SMT members must make sure that their team members know that with power come responsibility and accountability". This needs to be handled delicately. The members will not take risk, even calculated ones, if they feel that their team manager will not support them through a failure.

Everard and Morris (2006:34) also wrote that "SMT members being part of a team, must bear in mind that the group will watch for biased treatment on their part. Being biased towards a few is natural; however, what is not expected as a team manager is to act upon it consistently and blindly". Everard and Morris (2006:34) further explain that repeated incidents of biased behaviour can have serious repercussions not only on the project, but will also cast a doubt on your ability to lead a team. Therefore, the SMT should be stern where required, and soft where essential. It is a fine line, but balancing it will reflect well on you. SMT members must also make sure that all their papers are also on board. Team conflict of interest is an expected part of any organisations. Clash of thoughts, ideas, process, procedure or even attitude can derail a project if not handled well. However, not all conflict is bad, when well channelled it can be highly productive while resolving it, study its causes and consequences thoroughly. Figure out the best way to resolve it, without sounding biased.

Fines (2010:65) postulates that "SMT members should not get involved into all conflicts; they must give time to the members to resolve conflicts on their own". They must let team members know subtly that they trust their intelligence and experience, and have enough confidence that they will work through their conflicts. Inculcating or choosing people with more or less common shared values will ensure a good working relation among the team. They must clearly define team's code of behaviour and workplace ethics. Personal issues, sexual misconduct and backbiting should not be encouraged. According to Hall (2001:54), "team managers have power which gives them authority to exercise while choosing team members, deciding who does what, what mode of communication to establish, developing and executing ideas, and motivating people". A good team manager is someone who knows how to manage a team efficiently, and has the ability to overlook a failure and ensure collective success for the group.

Technological developments and the globalisation phenomenon affect teamwork in organisations. Schaubroek, Simons, and Lam (2007:1021) assert that "the on-going globalisation, the permanent availability of information in terms of speed and quality and the increasing competition have changed the processes within the organisation". This process has become too complex and time consuming for individual processing. There is an increasing trend of teamwork in schools as organizations (ibid).

Notwithstanding the increasing popularity of teams, Nelly (2008:301) holds that "research on team development has not kept pace with the growing need for understanding how teams can achieve more effective performance." Therefore, more team building activities need to be done to close the gap.

Bauer and Bogotch (2006:446) warn that "distributing leadership can have negative effects, as individual possessiveness and security might become secondary to the needs of the school". If systems still geared towards rewarding members on an individual basis, this could become problematic. A more significant threat seems to be the tension SMT may experience between "holding on and letting go" (Macbeath, 2005:354). This refers to a tension between a desire on the part of SMT to 'let go' and enable the distribution of significant responsibilities to the entire staff, and the opposing desire to 'hold on' for fear of losing control and perhaps being exposed in the event of team failure. Tensions like these are exacerbated by the apparently universal phenomenon of increased state control within an espoused climate of SMT (Gunter, 2004:29; Bush, 1999: 243; Glatter, 1999:254). This is certainly the case in most secondary schools in South Africa, where demanding quality assurance measures, such as the Integrated Quality Management System is expected to be applied in a 'developmental' way.

In his study conducted in secondary schools in England, Macbeath (2005:355) found significant levels of reservation surrounding distributed leadership. One school head felt strongly that: "In the end I'm the one who is accountable, the one whose neck is on the line as it were. So I delegate much leadership but my intuitive style is somehow benevolent dictatorship" (Macbeath, 2005:353). And another claimed he was happy to distribute leadership "... provided I can assemble a staff that is skilled and efficient and trustworthy" (Macbeath, 2005:353). The implication for headship is that leading a school is a balancing act, distributing responsibility as far as possible but not to an extent where "the head becomes so removed from the school because he/she is not intervening" (Macbeath, 2005:354).

Tondeur (2008:301) maintains that "there are challenges in keeping the team together and these include keeping morale, trust, communication lines, good

leadership and responsible membership at high levels". He also outlined the following as challenges and trends that can emerge in building teamwork in schools:

The people who compose the team:
There are some people who believe there are five basic personality types, and each type tends to prefer a different shape. Knowing whether you, your co-workers and friends are squares, rectangles, circles, triangles, or squiggles just might help you build better careers, teams, and friendships. Here is what each shape might say about you – and how you can recognize other people for their shapes (Tondeur, 2008:301).

If you are a SQUARE: You are an organized, logical, and hardworking person who likes structure and rules. But sometimes you have trouble making decisions because you always want more information. You feel most comfortable in a stable environment with clear directions on what to do. You tend to like things that are regular and orderly. You will work on a task until it is finished, no matter what. (ibid)

How to spot a square: They appear to move "straight," use precise or specific gestures, love routine, and are very concerned with detail. They are also very neat in their appearance and their personal workspace. They do a lot of planning and are always prompt (ibid).

If you are a RECTANGLE: You are a courageous (brave), exciting, and inquisitive explorer who always searches for ways to grow and change. You enjoy trying things you have never done before and love asking questions that have never been asked. You like structure, and will often be the person to be sure things are done the proper way, taking all rules and regulations into consideration. When you are given a task you will start organizing it to be sure it can be done in the most systematic way. (ibid)

How to spot a rectangle: These people often have "fleeting eyes and flushed faces." They also tend to giggle and they like variety. For example, they will come into work early or late — but not on time. And those who have offices tend to be disorganized with a mishmash of furniture.

If you are a TRIANGLE: You are a born leader who is competitive, confident, and can make decisions. You also like recognition. You are goal-oriented and enjoy planning something out and then doing it (you are motivated by the accomplishment). You will tend to look at big long-term issues, but might forget the details. When given a task you set a goal and work on a plan for it. American business has traditionally been run by triangles and, although usually men, more women are taking those roles today (ibid).

How to spot a triangle: They have powerful voices, love to tell jokes, and they play as hard as they work. They also tend to be stylish dressers.

If you are a CIRCLE: You are social and communicative. There are no hard edges about you. You handle things by talking about them and smoothing things out with everybody. Communication is your first priority. When given a task, you will want to talk about it. You are a "people person," with more sympathy and consideration for others. You listen and communicate well and are very perceptive about other people's feelings. You like harmony and hate making unpopular decisions (Mastering Soft Skills for Workplace Success) (ibid).

How to spot a circle: They are friendly, nurturing, persuasive, and generous. They tend to be relaxed and smile a lot. They are talkative, but have a mellow voice. They also have a full laugh and like to touch others on the shoulder and arm (ibid).

If you are a SQUIGGLE: You are "off-the-wall" and creative. You like doing new and different things most of the time and get bored with regularity. When given a task, you will come up with bright ideas about to do it. But you do not think in a deliberate pattern from A to B to C. Instead, you tend to jump around in your mind, going from A to M to X (ibid).

How to spot a squiggle: They can be "flashy," dramatic, and extremely creative – and they do not like highly structured environments. Both men and women squiggles tend to be funny and very expressive. They also have great intuition. Most performers and writers are squiggles (ibid).

Teamwork is not gathering people together and telling them what to do and what not to do. In fact, the essence of the construct is the coming together of different personas and making them work towards a common goal. The people in the team achieve unity after exercise of forming, storming, norming and performing. Most importantly, for the school to achieve its objectives, the SMT should set aside their personal differences and interests. There is also a challenge of feeling of ownership and accountability over the duties that they are to be undertaken. Some of the principals do not delegate some duties to relevant members; they see themselves as the owner of the whole school, which delays school progress and the submission date are not met. A vivid perspective of the objectives, commitment to the goals and an atmosphere of trust characterize any team. Above all, schools should have capable SMT members who have full empowerment among themselves (Tondeur, 2008:301).

The people behind any effective team:

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

Keeping team performance optimum:

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

appreciation SMT members have regarding their responsibility to the school (MacMillan & Schumacher, 2001:413).

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

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

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

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

- Educators do not need to be observed or watched while teaching as they think it inhibits performance;

- Educators prefer to work alone with a class of learners. The challenge is while working alone, how they will determine whether what they are doing is valid or invalid. Because they are used to working alone, they usually face strains due to the problem of managing and being managed;

- SMT members face personal and interpersonal tensions, differences of opinions, matters concerned with the definition of their tasks.

- SMT members will have challenges of resolving practical issues such as finding time to plan with colleagues, conflict due to mismatches between their own ideologies and those of their colleagues; and

- SMT members may experience alienation due to the essentially marginal nature of the roles in which they find themselves. When team members do not work well together, schools can unfortunately experience the opposite effect such as lack of consensus, wasted meetings and meeting time, mediocre or poor execution of work tasks, and low morale.

Wallace (2001:161) points out that deputy principals, heads of department (HoDs) and teachers can also cause barriers to effective teamwork by offering minimal compliance to the principal. Wallace (2001:161) noted that some departmental heads could negatively influence other teachers by complaining behind the principals back "generating a widespread perception of a disgruntled team". Wallace (2001:162) further notes that disgruntlement among teachers can also be fuelled by principals who dictate team activity. In addition to disgruntlement, Eden (2001:104) also argues that recalcitrant teachers upset group cohesion and negatively affect collegiality in teamwork. Teams are meant to enrich both teachers and students but some teachers see them as being manipulated by principal and "… serve as a hidden control mechanism" (Eden, 2001:104). Such voices of discordance highlight that teamwork is not always smooth. However, in spite of these barriers to teamwork, evidence from the literature suggests that teamwork is very important for the success of distributed leadership practice.

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

Teamwork among SMT promotes joint responsibilities for their actions. So, decision-making power is increased through teamwork. Effective communication within the SMT is also promoted by teamwork (Schaubroek et al., 2007:1022). Schools in general also benefit from teamwork. Schools set goals; vision and mission are realized through teamwork. Regular structured meetings among the SMT contribute to team's success. Staff members in a school feel empowered; they co-operate and collaborate through consultation. Problems can also be solved more creatively if the SMT functions as team rather than individuals (Van der Mescht & Tyala, 2008:230).

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

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

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

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

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

Arcaro (2005:14) also explicates that when the SMT work together, the mission and vision of the school is easily realized. They trust and respect each other and are all willing to invest in one another. Their team meetings are efficient and produce results. They work on the tasks that are consistent with the mission and vision of the school. Information is shared with all members and team activities are communicated to all staff members and conflict is anticipated and eliminated before it becomes divisive.

2.7 Practicing teamwork in the school leadership context

According to Hoover (2005:44), one of the first principles of an effective teamwork is that "when a team is formed, team members need to know what the team wants to achieve". It is important that SMT members view the team as an entity and have

clearly articulated goals in place. In the absence of an objective, the team members may not be able to understand their responsibilities, which can cause ambiguity. The team members should be willing to learn from each other. There may be some members who may be excellent with the process, while some may require some time and guidance, so it is essential that there is a willingness to teach and learn new ideas. Moreover, team members should not be hesitant in seeking help from the senior members of the team and the senior members, should in turn step forward to help the new members (Hoover, 2005:44).

In the same vein, Maeroff (2008:43) also writes that "there should be a two-way communication among team members about the roles that they are assigned, so that there is an understanding and appreciation of the effort put in by everyone". This is very essential as it has seen that a lot of times when things do not work as planned, members engage in a blame-game. If members are aware about the challenges involved in carrying out a task, they are more likely to appreciate each other for their efforts. While some control over a team is necessary, it is important that the team is given a certain amount of flexibility in carrying out their tasks. Too much of interference can affect the efficiency of a team and dampen the morale of the members.

As Medwell (2009:55) observers, the most important principle of effective teamwork is effective communication. Communicating effectively means that information is shared among all the members of the team so that rumour-mongers are kept at bay. SMT members as leaders should involve all team members in a discussion on effective strategies that will help in making the team members feel a valuable part of the organization. Effective communication also calls for discussing matters of importance openly so that everybody is on the same page. There should be an initiative to reward and recognize team and its members who have performed exemplary and helped the team to achieve its targets. This will encourage others to follow suit and act as a boost to people who genuinely believe in the values of teamwork and team-spirit.

Last but not the least, there should be a healthy competition among team members to outperform each other. In the absence of a competition, the job may cease to become interesting and monotony can creep in, which again can be detrimental to a

team. So, it is important that the team members are provided with enough opportunities to grow in their professional lives (Medwell, 2009:55).

Mogotlane (2006:54) asserts that the prerequisite of effective teamwork in a school requires an effective leadership, effective communication, participative decision-making and sharing of power and authority. The SMT should create opportunities for staff development and also establish good human relations. They must ensure that the plans of different teams complement each another in promoting school goals and distribute the workload evenly among the team (Moloko, 2006: 32). The SMT as a team that leads all school activities should also promote active and effective participation of the team members in decision-making. Notably, educators should feel that their opinions and suggestions are welcomed during staff meetings. The SMT should perceive educators' participation in teamwork not as favour, but as the educator's democratic right. During meetings, SMTs should also level the decision-making field by ensuring that all educators have sufficient information on the topic under discussion.

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

Mogotlane (2006:48) opines that SMTs should realize that the role they play in school is significant. Regardless of this role, they can never be solely responsible for the management of the school. They should realize that for the school to achieve better results, excellent collective effort is needed. Involvement of team members in decision-making will help in achieving the school mission as well as the goals. Essentially, this will result in the taking up of the schools ownership by all team

members. Accountability will therefore be owned by all team members not only the SMT. Rossouw (2007:52) found out that excellent schools, like effective schools, do not just happen but are the result of visionary and value-centred leadership, strategic planning, systematic though and hard work. School leaders require a vision to lead their schools on the road to excellence. Only leaders with a vision of a better future for their school will succeed in implementing school improvement.

According to Botha (2003: 41), leadership is the instrument through which a vision can be transformed into reality. Therefore, the school community can become committed to being the best they are capable of through responsible leadership which is visionary and value-centred. Transformation leads to a change in the way of thinking and the established behavioural patterns of a person. The responsibility of leadership to change rests mainly with the principal. However, the entire teaching staff should be involved in any school improvement initiatives, otherwise it cannot be successful. The principal should not forget that educators possess unlimited potential which must be utilized to the advantage of the school. The principal should motivate and inspire educators to work to achieve excellent as well as to have high personal teaching aspirations. Therefore, a responsible, informed, dedicated leader regards it as his task to empower the team members and everybody in the school community for the challenges of a new era in South Africa.

Nelly (2008:08) claims that leaders who practice teamwork in schools as those that do not have to do everything themselves. They are leaders that ensure that the group as a whole set goals and have a vision. Moreover, the SMT must not take all the decisions themselves but must ensure that the necessary decisions are taken (ibid). Team leadership includes delegation of certain powers to other people, who have a clear understanding of what is expected of them. To add, Piercy (2010:112) contends that the vision and mission of the school need to be based on agreed, just and equitable values by the whole community. This suggests that members of the school community set objectives and ensure the implementation of common objectives. Consequently, team leaders need to stimulate others so that they can participate in the smooth running of the school. So, they need to be transparent, open, just, accountable and equitable.

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

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

In summary, SMT members should develop and strengthen their capacity to lead effectively and must also as a team offer mutual support in practising teamwork within the school contexts. They must strive to provide each other with instructive and affective support, access advice, ideas, feedback and connection to help build capacity and ability to cope with many challenges they experience in leadership contexts.

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

It is noteworthy to start this section with a claim that teamwork fits to be seen as a tool for improving quality of teaching and learning. Muijs and Harris (2003:437) explain that the contribution of schools to student learning most certainly depends on the motivations and capacities of teachers and administrators, acting both individually and collectively. But organizational conditions sometimes blunt or wear down educators' good intentions and actually prevent the use of effective practices. In some contexts, for example, high-stakes testing has encouraged a drill-and-practice form of instruction among teachers who are perfectly capable of developing deep understanding on the part of their students. In addition, extrinsic financial incentives for achieving school performance targets, under some conditions, can erode teachers' intrinsic commitments to the welfare of their students. Successful educational leaders develop their districts and schools as effective organizations that

support and sustain the performance of administrators and teachers, as well as students (Muijs & Harris, 2003:437).

Similarly, Prins (2007:67) states that, "specific practices typically associated with this set of basics include strengthening district and school cultures, modifying organizational structures and building collaborative processes". Such practices assume that the purpose behind the redesign of organizational cultures and structures is to facilitate the work of organizational members and that the malleability of structures should match the changing nature of the school's improvement agenda.

According to Begg's and David's (2009: 142), team teaching involves a group of instructors working purposefully, regularly and cooperatively to help a group of learners of any age to learn. Ideally, educators in team teaching set goals for a learning area together, design work schedules, prepare individual lesson plans, teach learners and evaluate the results (ibid). Educators also share insight, argue with one another, and perhaps even challenge learners to decide which approach is better to improve teaching and learning. With team teaching, new educators may be paired with experienced educators to take them on board. As a result, innovations are encouraged, and modifications in class size, location and time are permitted.

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

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

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

Education is described by Okumbe (2007:56) as a "highly results-oriented (achievement oriented) discipline, in the sense that prospective educators and learners are judged by the grades on their certificates". This implies that educational managers must strive to enhance achievement motivation to educators and learners so as to provide quality education. The provision of quality education in schools has become the main concern for all stakeholders. In his study, Sili (2006:131) revealed the effectiveness of teacher teamwork, in the restoration of the culture of teaching and learning. He further explains that, the utilization of teams in schools has positive results for both educators and learners. Educator's teamwork has proved to be a panacea to educators who have previously worked in isolation. Such educators are ensured of group synergy. Principals should play a vital role in fostering teamwork culture at schools.

Visagie (2006:51) elucidates that the greatest challenge for schools is to break the isolation of teachers in the classroom and to guide them to engage spontaneously in team teaching with their peers. While there are numerous barriers to team teaching, the benefits are such that they far outweigh the barriers. Potentially, team teaching can assist educators and SMTs to overcome uncertainties, improve quality of teaching and learning and establish their school as a strong centre for learning.

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

As the SMT shares information about learners, teaching and learning and their roles as managers, they become more effective and the school benefit. As educators learn to work together, they become more efficient and professional educators and the quality of their work with one another and the learners is enhanced. The best weapon SMTs have against uncertainty and change in education is working together. For the quality of teaching and learning to be improved, SMTs must also share values and goals, educators must be given time to reflect and to work together and learners must be taught to work collaboratively and to focus on issues of curriculum and instruction. Certainly, successful schools ensure ample opportunity for collegial contact, because this makes a difference in learner achievement. The quality of teaching and learning is enhanced if decision-making power and strategic autonomy are held by those closest to learners, educators and parents (Swart, 2008:234).

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

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

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

2.9 Leadership strategies employed by SMT members in classroom situation to improve teaching and learning

Scott and Walker (2006:50) claim that one of the greatest challenges facing today's SMT members is the challenge of raising the expertise of their educators. We hear more calls for educator effectiveness than ever before, and we are seeing that educator effectiveness is becoming a significant part of the national discussion on education. Everybody agrees that what educators do in the classroom matters deeply. A recent investigation into the practices of the world's top 25 school systems puts it in this way: "The quality of education system cannot exceed the quality of its educators" (Barber & Mourshed, 2007: 56). In fact, a wide body of research shows that the single greatest factor affecting student's achievement is classroom instruction. In one study, Mortimore and Sammons (1987:65) found out that, "classroom instruction has more impact on student learning than any other factor; more important than the next six factors they studied combined".

In her study, Phalane (2012:34) asserts that, "all SMT members wish for their educators to be more thoughtful and effective in designing and delivering instruction that raises student achievement". In the thoughtful classroom, we call these educators strategic educators because strategic educators have a repertoire of research-based instructional strategies at their disposal. They understand how and when to use particular strategies in their classrooms. They can select strategies that support their objectives and adapt strategies to meet particular learning goals. In other words, their overall approach to instruction is strategic. Strategic educators understand that their fellow educators are their greatest resources. That is why strategic educators seek opportunities to work and learn with colleagues. It is also why strategic school leaders seek to develop a school culture that supports educators as they work together to master new strategies and refine their practice. More than ever, administrators are being asked to play a larger role in building educators expertise because high performing schools lead to the development of more strategic educators (Phalane, 2012:35).

It is important to understand that knowing some strategies does not ensure that educators are effective. For example, a new analysis of educator effectiveness by Schooling, Toth, and Marzano (2010:31) show that simply using research-based

strategies in the classroom does not guarantee that student learning will increase. In fact, the research shows that some educators use research-based strategies and see negative results. One of the reasons is that educators may be using the wrong strategies at the wrong time. Because different strategies are suited to different types of lessons, applying a strategy without first aligning it to clear instructional outcomes can hinder student learning.

According to Stoll (2004:67), in assisting educators to master the new strategies in building the effective culture of teaching and learning, SMT members should develop systems that will provide a clear structure and process for helping educators to master strategies and work collaboratively to improve the quality of instruction in the classroom. SMT members should develop systems that will encourage educators to reflect on their current practices and analyse and discuss model lessons. Systems that focus on planning and encourage collaborative analysis of lessons designs and, and the development of a critical friend for planning and refining lessons. They must encourage educators to implement their lesson in the classroom and, if possible, invite their critical friend to observe the lesson. There must be a tool where they reflect on how their lesson worked in the classroom and provide each other with feedback on how future lessons can be improved. Educators need to analyse student work collaboratively and use that work to make further instructional decisions (Stoll, 2004:67).

Spillane, Halverson and Diamond (2001:87) mention that, "to be successful in today's knowledge society, children and young people need to engage in more powerful forms of active, constructivist learning that teach understanding and independence". There is also a growing demand for individualisation and personalization that can offer inclusive and multicultural sensitive learning opportunities for increasingly diverse groups of students. Therefore, SMT members need to master these new forms of pedagogy so that they can monitor and evaluate their teachers' classroom practice. Principals as leaders of learning can establish communities of effective practice in which continuing professional development becomes more sophisticated and is embedded into the fabric of the working day (ibid).

Botha (2003:43) also argues that, "SMT members can only have an impact on student outcomes if they have sufficient autonomy to make important decisions about the curriculum and teacher recruitment and development and if their major areas of responsibility are focused on improving student learning". The Department of Education (2002) reported that schools are increasingly opting for decentralized decision making, and balancing this with greater centralization of accountability regimes such as standardized testing. Decentralization has disadvantages as well as benefits. For example, school-level control over devolved budgets creates opportunities for the SMT to allocate resources to priority development areas, but it increases the burden of financial administration, leaving less time to focus on teaching and learning.

Botha (2003:45) further explain that, "SMTs are now often accountable for learning outcomes for teachers and students, where previously their accountability was for input into learning processes". Government policy designed to change practice in schools can only work when it is coherent with school-level processes, systems and priorities. Effective implementation depends on the motivation and actions of school leaders. Policy makers need to engage school leaders in meaningful and continuous dialogue and consultation on policy development and formulation. School leaders who feel a sense of ownership of reform are more likely to engage their staff and students in implementing and sustaining changes (ibid).

Cruddas (2007:479) reported that, "in rapidly changing societies, the goals for schools and the means to achieve them are not always clear and static". Schools are under tremendous pressure to change and SMT must enable teachers and students to deal effectively with the processes of change. SMT members of the most successful schools in challenging circumstances are typically known to, engaged with and trusted by both parents and the wider community. Cruddas (2007:479) further state that, "SMT members seek to improve achievement and well-being for children and young people by involving businesses, sports clubs, faith-based groups and community organisations". SMT members are also increasingly collaborating with leaders of other schools and with the district to share the resources and skills needed to deliver a diverse range of learning opportunities and support services.

In his research, Eden (2001:54) emphasises that, "leadership strategies that SMT members employ makes a difference to student outcomes when it creates the right environment for teachers to improve classroom practice and student learning". Some leadership strategies influence teaching and learning more than others. Teacher quality is the most important school-level determinant of student performance, and SMT members focused on improving the motivation, capacities and working environment of teachers is most likely to improve student learning. SMT members' involvement in classroom observation and feedback is associated with better student performance. However, SMT members do not always have sufficient time and capacity to focus on this important responsibility.

According to Fraser and Duignan (2004:45), policy makers need to address constraints limiting the capacity of SMT members to engage in meaningful teacher evaluation activities, including providing appropriate training. Providing, promoting and participating in teacher development that is relevant to the local school context and aligned both with overall school improvement goals and teachers' needs is a key responsibility for SMT which policymakers need to emphasize. Devolving discretion over training and development budgets to the school level enables SMT members to offer and coordinate meaningful professional learning opportunities for all their teachers. Effective teaching in modern schools is collegial and transparent, cooperative and collaborative, and conducted in teams and larger professional learning communities. SMT needs support and encouragement in promoting teamwork among teachers (ibid).

Fraser and Duignan (2004:45) also highlighted that, "SMT members need to have the discretion to set strategic directions, so they can develop school plans and goals aligned with broader national curriculum standards and responsive to local needs". If external accountability is to benefit student learning, "data-wise" school leadership is important. This means developing the skills needed to monitor progress and interpret and use data to plan and design appropriate improvement strategies. Involving other staff in using accountability data can also strengthen professional learning communities within schools, engaging those who need to change their practice to improve results.

As for Harries (2004:11), using human and financial resources strategically and aligning them with pedagogical purposes help to focus school activities on improving teaching and learning. School leaders need access to appropriate financial expertise, for example by appointing someone with budgeting qualifications to the leadership team. Moreover, leaders' involvement in teacher recruitment decisions is also important. Being able to select teaching staff is central to their ability to establish a school culture and capacity conducive to better student learning. It is difficult to hold school leaders accountable for learning outcomes when they have no say in selecting their staff. As one principal explained, using a football metaphor: "If I cannot choose the members of my team, I cannot be responsible for winning on the field" (ibid).

Many of the current school initiatives have been introduced to enhance the school organization to improve the quality of student and teacher outcomes and that teamwork is among these initiatives (Pounder, 1998:66). Drawing examples on some middle schools in the United States of America (USA), Pounder (1998:67) notes that teachers are organized into interdisciplinary grade-level teams that have decision-making responsibilities for the particular group of students. These decisions include curricular emphasis and coordination, student management and behavioural interventions, student assessment, staffing decisions and budgetary allocations.

This range of responsibilities arguably involves teachers in the life of the schools and allows teachers greater comprehensive knowledge of and responsibility of student learning and outcomes. Thus successful teams thrive in a climate of leadership strategies employed by SMT members in classroom situation in order to improve teaching and learning. As Pounder (1998:66) argues, "educational teams hold the potential to rebuild schools as long as they maintain the focus on the educational needs of pupils rather than auxiliary issues". Similarly, Storey (2004:252) argues that, "distributed leadership is a shared process of enhancing the individual and collective capacity and instead of a heroic leader who can perform all essential leadership functions; the functions are distributed among different members of the team or organisations".

In conclusion, improving teaching and learning in a classroom situation requires effective teamwork among both SMT members and educators. There are immense

challenges within the schooling system and frustrations SMT members which include changing of curriculum. But research shows that there is energy, capacity, and innovation that can be unlocked and supported for changes to take place. Passion and commitment among SMT members may also emerge as one strategy that can improve teaching and learning in the classroom.

2.10 Benefits of leadership strategies and teamwork in school context

According to Lydian and Nasongo (2009:84), the roles and responsibilities of school leadership are rapidly expanding beyond what it is reasonable to expect one individual to achieve. SMTs and school boards can play a vital role in school development. A clear definition of SMT roles and how they are best distributed can contribute to increased effectiveness and better provision for future leaders. Principals are becoming increasingly autonomous and accountable. While SMTs responsibilities (and even what they are called) may vary from country to country, all are required to lead their organizations safely through fast-paced change processes, sometimes in very difficult contexts. To do this, they need to connect with other school leaders, district staff and representatives from their local community.

Most important of all, they need to keep up with developments in teaching and learning in order to supervise continuing improvement in teacher and student outcomes. Where roles and responsibilities are shared with other professionals in and beyond the school and with school board members, the principal's position remains very strong. An increase in the power and influence of others does not diminish the power and influence of the principal, but rather extends and enlarges it while reducing the individual burden of school leadership tasks.

Marks and Printy (2003:393) noted: "When the SMT elicits high levels of commitment from teachers and works interactively with teachers in a shared instructional leadership capacity, when schools have the benefits of integrated leadership, schools learn and perform at high levels". Maxcy and Nguyen (2006:163) examined the impact of distributed leadership on school initiatives in two Texas schools. They found that the school with higher levels of distributed leadership was more successful at implementing their new school initiative than the school with lower levels of distributed leadership (Maxcy & Nguyen, 2006:163). In their study, they noted that while teachers in the successful schools embraced the opportunity to

lead, distributed leadership was legitimized and steered at a distance by administrators (Maxcy & Nguyen, 2006:164).

March and Weil (2003:42) also reported that, "the most important advantage of working in teams is the ability to combine skills and talents". An academic or work team benefits from a wide array of skills that no single student or employee could possess alone, from analytical skills to marketing skills to technical skills and everything in between. Complex projects at school or in the workplace demand all of these skills, especially when things need to get done in a specific time frame. Most importantly, collaboration is the lifeblood of any team. Even when the project teams are not large or global, collaboration is essential. Collaboration is that act of working effectively with others to achieve a common goal. It needs to be built on trust, which can only be achieved through honesty, openness, consistency, and respect.

Team member's benefits through honesty, as they are able to tell one another the truth, not just what each wants to hear? They feel comfortable disclosing problems so that other members can join in the problem-solving process and help overcome obstacles. Openness is also considered benefit teams as team members are not afraid to say what is on their minds; they do not fear repercussions for communicating their thoughts. They share information because they are confident that people would not make fun of their ideas. March and Weil (2003:42) also pointed out consistency as team benefit as team members works, and interact, in a consistent manner. Consistency allows members of the team to know what to expect from one another. Progress towards a goal can suffer when team members are inconsistent with their work, meeting attendance, communication, or even mood.

In her study, Mogotlane (2006:34) also asserts that, "respect among team members is also an essential in building teamwork as team members will see each other as vital part of the team". They speak and behave respectfully toward one another. They listen to everyone's ideas without judgment, and offer constructive critics. Teamwork is an essential part of workplace success. Like a basketball team working together to set up the perfect shot, every team member has a specific role to play in accomplishing tasks on the job. Although it may seem as if one player scored the basket, that basket was made possible by many people's planning, coordination, and

cooperation to get that player the ball. Employers look for people who not only know how to work well with others, but who understand that not every player on the team can or will be the one who gets the ball. When people work together as a team, they will achieve more. Teamwork involves building relationships and working with other people using a number of important skills and habits:

- Working cooperatively;
- Contributing to groups with ideas, suggestions, and effort;
- Communication (both giving and receiving);
- Sense of responsibility;
- Healthy respect for different opinions, customs, and individual preferences; and
- Ability to participate in group decision-making.

Phalane (2012:54) also pointed out that when employees work together to accomplish a goal, everyone benefits. Employers might expect to "see" this in action in different ways. For example, team members in the workplace plan ahead and work cooperatively to assign tasks, assess progress, and deliver on time. They have professional discussions during which differing approaches and opinions might be shared and assessed in a respectful manner. Even when certain employees end up with tasks that were not their first choices, jobs get done with limited complaints because it is in the spirit of teamwork and with the overall goal in mind. A leader or manager may often serve as the teamwork facilitator. In this case, team members participate respectfully in the discussion, carry out assigned tasks, and defer to the leader in the best interest of the goal. Consensus is wonderful, but not always possible, and an assigned leader will often support and facilitate the decision-making necessary for quality teamwork to exist (ibid).

The ability to work as part of a team is one of the most important skills in today's job market. Employers are looking for workers who can only contribute their own ideas, but also want people who can work with others to create and develop projects and plans. In a study base on some schools in the United Kingdom (UK), MacBeath (2004:255) illustrates how teamwork can be used successfully by giving an example of a HoD who valued teamwork. He noted that a new head of science faculty at a

school in the UK gained the support of the staff and became successful because he '…expressed confidence in the positive outcomes of team building, and trust in distributed leadership.' The perceived impact of teamwork and team building in the study was positive.

Also, Hall (2001:334) presents a similar perspective: The SMTs' role in teams is to provide a context for effective team functioning at all levels, in other words to orchestrate team member's involvement. Wallace (2001:231) identifies five principles that he argues support sharing leadership through teams and points out that these principles centre on staff entitlement and therefore staff will benefit from these principles. First, staff members are entitled to contribute to decisions about development of the school, which affect their work. This principle is akin to what Muijs and Harris (2003:117) observed as "…the advantages to the school of staff involvement in decision-making, namely; the wider range of viewpoints …." when everybody feels part of the decision-making process. The clear messages here are that there is great potential for staff support and acceptance of decisions in which they are involved.

Second, Wallace (2001:234) posits that staff is entitled to enjoy the comradeship that working with colleagues can engender. Third, they are also entitled to further their progressive development through the experience of working with others in teams. Fourth, they are expected to be role models and by working as a team learners will emulate them. Fifth, effective school leadership can be achieved through teamwork and staff contribute so that leadership tasks can be fulfilled. Hall (2001:143) argues that, "When staff works as a team, they become involved, empowered and committed to teamwork, thus achieving an optimum degree of synergy". Synergy, according to Hall (2001:143), is "increased effectiveness or achievement produced by combined action or co-operation".

Shared or distributed leadership has been demonstrated to contribute to improved student outcomes, increased recognition of the profession, and more effective change management. Significant research has focused on the roles of teachers as leaders influencing the outcomes of teaching and learning. The work of Crowther, Hann and Andrews (2002b:99), among others, points to the central role of teachers

in influencing student performance and outcomes in schooling. It has also been claimed that student outcomes are more likely to improve where leadership resources are shared and distributed throughout the school, and where teachers are empowered in decisions related to teaching, learning and assessment (Silins & Mulford, 2002:561). In some contexts, teacher leadership has been linked to the question of the degree to which teaching has gained recognition and acceptance as a profession (Institute for Educational Leadership, 2001:6).

Shared leadership has also been found to be effective in enhancing change leadership. Pearce and Sims (2002:115) reported on a study that explored the behaviour of appointed team leaders (vertical leadership) *versus* the influence and effectiveness of those within the team (shared leadership). Shared leadership, they concluded, accounted for much of the effectiveness of change management teams. However, Elmore (2000:34) cautions that collaborative work by teachers will not, alone, lead to changed teacher practices and improved learning outcomes. There must also be a clear organizational focus on large-scale change and whole-school improvement.

Another reason why sharing leadership with the group or with a number of stakeholders works in practice is because diversity actually matters in decision making (Surowiecki, 2005:29). The latter author argues that "diversity of people and their information helps in coming to a better decision or resolution because it actually adds perspectives that would otherwise be absent if the decision is made by one person, even by an expert, and because it takes away, or at least weakens, some of the destructive characteristics of group decision making, for example, group think".

Not alone does Surowiecki (2005:31) conclude that "diverse groups of individuals 'will make better and more robust forecasts and more intelligent decisions than a skilled decision maker', but that 'groups that are too much alike find it harder to keep learning, because each member is bringing less and less new information to the table and they become progressively less able to investigate alternatives". Grouping only smart people (experts) together also does not work that well, he says, because they tend to resemble each other in what they can do. He recommends that it is better to entrust a diverse group with varying degrees of knowledge and insight with major decisions 'rather than leaving them in the hands of one or two people, no

matter how smart those people are.' He encourages leaders when making decisions to engage with others who have different knowledge bases and perspectives because 'the simple fact of making a group diverse makes it better at problem solving.'

Sharing leadership and decision making with others in an organization also helps build their commitment to organizational goals and processes. There are persuasive arguments for the capacity of shared leadership to build commitment. Motivated teachers participate in school improvement with greater commitment. Harris (2002:15) found that, "shared or distributed leadership is a key determinant of the motivation of teachers". With respect to school improvement and change, she points to an extensive body of research, which confirms that strong collegial relationships, mutual trust, support and a focus on enquiry are crucial for effective improvement. Shared leadership also promotes a sense of belonging among participants, a sense of being valued members of their school community and a deep commitment to collective action for whole-school success (Crowther, *et al.*, 2002b).

Starratt (2004:56) argues that "there is an ethical dimension to leadership that requires formal leaders to share their leadership responsibilities with others". Above all, they should engage with teachers and other key stakeholders to take collective responsibility for the quality of teaching and learning in their school. The core focus for educational leaders is on the enhancement of teaching and learning. This focus challenges them to be more fully aware of and present to the transformative possibilities in student learning as well as to be more proactively responsible for inviting, encouraging and supporting teachers to cultivate those deeper dimensions of learning. The 'bottom line' for educational leaders is that they create and support the conditions that promote quality teaching and learning in their schools.

In conclusion, SMT members should ensure that as a team they support each other to implement all collective decisions taken. Working as a team, and also sharing responsibilities will results in harmonious working environment where every member will feel valuable and trusted with allocated task and that will have positive impact on the performance of the school as a whole. Quality teaching and learning will therefore be enhanced and good results will be celebrated by all stakeholders.

2.11 Chapter Summary

This chapter dealt with literature review of different sources on leadership strategies and teamwork. This chapter discussed conceptualization of teamwork in schools, which addressed how SMTs view teamwork in their schools; the historical and philosophical foundation of teamwork was also examined, which addressed when teamwork became effective in schools. The emerging trends and challenges in teamwork in schools (both global and national perspectives, implications of teamwork in the SMTs and school in general, benefits of leadership strategies and teamwork in school context also discussed. Moreover, practicing teamwork in the school leadership context and teamwork as a tool for improving teaching and learning were also discussed in this chapter. Literature was also reviewed on leadership strategies employed by SMT members in classroom situation to improve teaching and learning.

CHAPTER 3
THEORETICAL FRAMEWORK

3.1 Introduction

The theoretical framework of research project relates to the philosophical basis on which the research takes place. It also forms the link between the theoretical aspects and practical components of the investigation undertaken. Therefore, theoretical framework "has an implication for every decision made in the research process" (Mertens, 2007:212) .The topic of leadership has been the focus of studies that have progressed through a range of views. By the late 1940's, dissatisfaction with trait theory in terms of adequately explaining and predicting leader, led to a paradigm shift that focused more directly on what leaders did to actuate results and on the importance of situational factor (Sanders & Davey, 2011:42). In order to start thinking about how best to find new ways of understanding what underpins leader adaptiveness, it is important to review what we already know about leadership. A review of 50 years of study of leadership by House and Aditya (1997:451) illustrated the extent to which the phenomena of leadership have evolved.

House and Aditya (1997:451) distinguished between leadership style and generic leadership functions which have behavioural manifestations of leadership. First, leadership style was defined by these authors as "the manner in which specific behaviours are expressed" and had according to them, not been the focus of research attention. Second, early research on generic leadership functions had examined task-oriented (ensuring organizational performance and incorporated task related behaviours) and socially-oriented functions (focusing on effective integration of members and activities and included people oriented behaviours). Other and more recently researched generic leadership functions, according to House and Aditya (1997), related to the neo-charismatic leadership paradigm and incorporated those activities and behaviours described in the transformational (Bass, Avolio, Jung, & Berson, 2003: 207) and visionary literature (Kouzes & Posner, 2002:191). Our attention now turns to these developments in leadership research and theory which can contribute to an initial understanding of adaptive leadership behaviour. Leadership behaviours associated with transformational leadership, such as supporting the development of individual staff members, arousing and inspiring them and helping them to see old problems in new ways, have been shown to positively

affect organizational adaptation to change (Pang, 2006:77). The Multifactor Leadership Questionnaire (MLQ) was developed to test transformational leadership theory and is the most widely used neo-charismatic leadership measure (House & Aditya, 1997:451). Recently, it was used to predict the performance of followers based on leadership behaviour (Bass, et al., 2003: 207). The transformational components of the MLQ provide useful attitudinal and behavioural descriptors that cluster sub-dimensions to measure self and other perceptions of what it is that leaders do to create an adaptive organizational culture. The transformational sub-dimensions include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Bass, 1998:56).

3.2 The philosophy of leadership in education

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│ Philosophy of leadership in education     │
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Models:

- **Collegial management model**
- **Political Model**
- **The subjective model**

Theories:

- **Transformational leadership theory**
- **Participative leadership theory**
- **Transactional leadership theory**
- **Situational leadership theory**
- **Tuckman's teamwork theory**
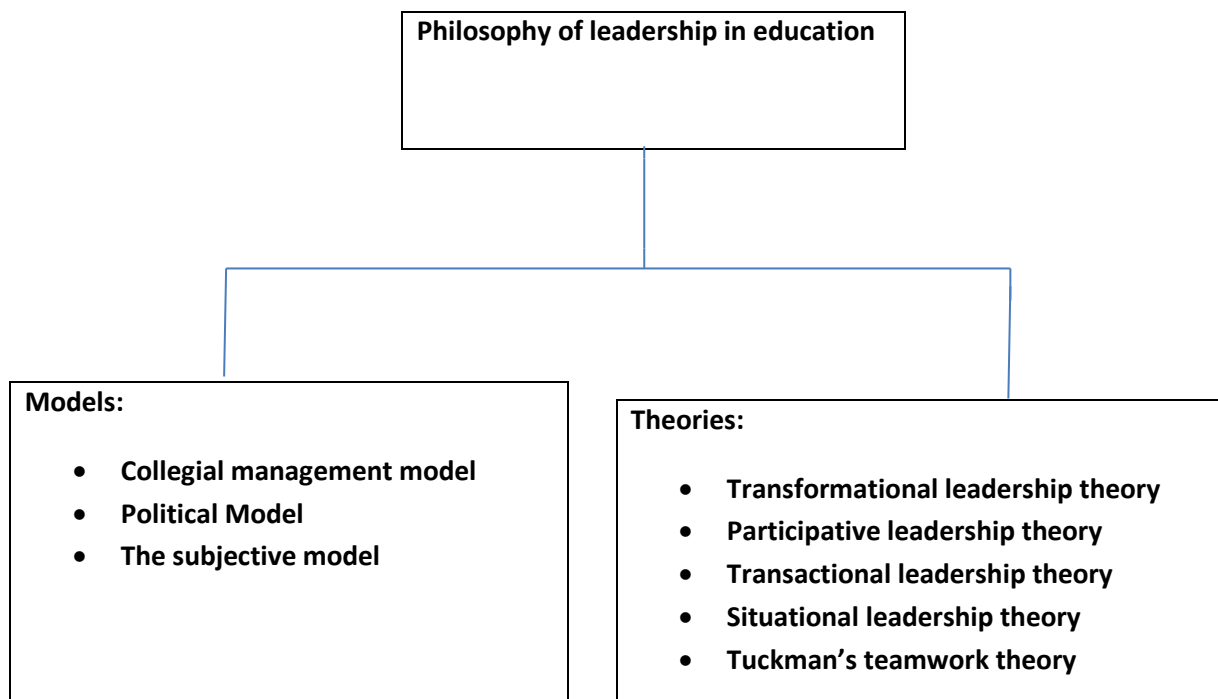
I believe the transformational leadership philosophy is the best way to lead the school community to positive change. It focuses on morals and virtues and aligning individual goals and values with the organisation. Transformational leaders inspire their constituents and empower them to bigger and better things. I want to be this type of leader that encourages others and gains others' respect and trust. Moral leaders use intrinsic motivation and belief in self to increase satisfaction and performance. I hope to inspire others to look to the future, want to do well for the world, and move them to positive social change.

SMTs must incorporate aspects of the human relations theory to bring about positive change in schools. It is good to have an organogram and a clear procedures and protocol to follow as SMT in monitoring teamwork. The "bureaucracy" of it all sometimes does not work out for the best for individual educators or SMT in school. Learners suffer as well because they mostly interact with these educators.   If something needs to be a changed, and it takes too long to make a change because of the "bureaucracy," then there will be unrest. When staff is ignored, they start to feel disconnected and unappreciated (Lumby & Coleman, 2007).

The human relations movement stresses positive personnel relations, motivation, and morale. I believe these values are very important to SMT and educators. As leaders, the SMT must be committed to lifelong learning, encouraging relationships, academic excellence, personal and professional growth, respect, diversity, collaboration, open communication, organisation, creativity, work ethic, moral leadership, community, and responsibility. At the heart of the school community is the people who make up the organisation; the individuals are the most important pieces to the success of the school (Koestenbaum, 2002).

 SMT members are the most important members of a school management. Under the appropriate conditions and with the appropriate strategies, they will be able to manage teamwork. The nature and quality of learning experiences must be exemplary. Creative thinking and analysing skills are important in today's technological society. They must gain critical thinking skills along with knowledge. SMT performance must be evaluated frequently. Achievement data should be analysed and instruction should be planned accordingly. All of these efforts will help the school to succeed. They should be valued, respected, nurtured, and supported. Encouragement and praise are strong motivators and may be just what they need to succeed.

In an effective school, staff members should feel like they are a part of a great team that works together for the success of their students. Moreover, teachers should be valued and respected for their knowledge of and experience with children. Their efforts should be acknowledged and appreciated. Good teachers are well-read and critical learners that are up to date on the latest teaching strategies and educational issues. Their top priority should be the success of their students. They should be provided with the materials and tools necessary to implement an effective instructional programme. An effective SMT must work hard to support collegiality among staff members. Staff members must be kept informed and consistently supported. Groups and committees should be created and given responsibilities. Staff members along with all other stakeholders should share in decision making when possible and appropriate. Empowered managers should be cherished and feel appreciated. A happy staff that feels supported and needed is often a productive staff (Prastacos, Wang & Sonderquist: 2012).

SMT members must have high expectations and strive for greatness. They must focus on leading as well as managing. They must be both good school managers and effective instructional leaders. A balance must be found between instructional leadership, routine administration, and human relations. Time is limited, and must be used effectively, with priorities set on instructionally related matters. Effective leaders foster open communication, decision-making, and problem solving. In addition, they are able to lead people toward personal and organisational goals. School leaders must also be highly visible, and more skilled at listening than telling. They must have the courage and determination to overcome difficulties. Decisions must be made keeping in mind what is in the best interest of the students, the staff, and the school. Ethical principals should be involved in the decision-making process.

It is essential for every school to have a vision. The vision should include high standards of learning and continuous school improvement. The school staff must share in this vision. A shared vision is very powerful, and will help to create an environment of low anxiety and high standards. Furthermore, SMT members must also have a clear, shared mission. Research and data analysis should be used to help shape the mission of the school. Staff, students, parents, and community members should all take part in developing this mission, and it should be widely shared and understood. A positive school climate is crucial to its success. The

atmosphere of a school should be one of caring and trust. The school should be a supportive environment that is conducive to learning. Both students and staff should feel comfortable and safe at their school. Positive interpersonal relationships also help create a positive school culture. These relationships are fostered when both staff and students are encouraged to work collaboratively. An effective staff will work together to create a safe and supportive learning environment (Prastacos et al., 2012).

Besides school staff members, parents and community members can play a huge role in ensuring the success of students. Schools should solicit the active involvement of parents and community leaders in school functions. Community resources should be sought out and used often. Collaboration and communication with families and the community are crucial to the success of a school. Parents can provide valuable and necessary information and they must be valued and respected. They should be welcomed and encouraged to become involved in their children's education. Opportunities should be provided for parents to work with their children in learning settings. An open line of communication will help build trust and collaboration between school and home (Chen & Lee, 2008).

Professional development is vital to teacher effectiveness. It should be meaningful and helpful to teachers. It should include information on the changing role of the teacher, the latest developments in the area of instruction, and reflective practice techniques to assist teachers in self-improvement. Good staff development will help teachers address the diverse needs of their students and help to improve their professional skills. A school leader has the greatest ability to make a school successful. There are many personal qualities that effective school leaders must possess. They must have a strong sense of self, personal discipline, and the educational process. Effective leaders are well-rounded, knowledgeable individuals with strong problem solving skills. They have good moral character and conduct themselves with pride, fairness, and integrity. Ethics, performance, and quality are never compromised.

School principals should be lead-learners by continuously participating in and providing professional development. They must make a serious commitment to life-long learning for themselves and their staff. Moreover, school principals must

constantly renew and improve their knowledge and skills. They must be willing to take risks when necessary for the welfare of the school. In addition, they must also allow and encourage their staff members to take risks for the good of their students. I feel very strongly that the relationship an administrator has with his/her staff is a key component of an effective school. I will continue to work hard to ensure that my relationships with my staff are positive. I will trust and respect them in order to reciprocally gain their trust and respect (Lumby & Coleman, 2007).

3.3 Leadership Theories and Models

The concept of 'theory' relates to ideas and views, as formulated by individuals, on a certain scientific area (in this case, school management). Northouse (2004:121) asserts that, "A theory usually consists of a number of assumptions and presuppositions, i.e. hypotheses, which are established as a theory by means of research". The concept of "model", on the other hand, relates to the grouping or joining of a number of theories into a single model. An organization like a school does not always represent a specific model: rather very often there is a mixture or combination of models. In order for SMT members to manage teamwork, several perspectives must be used in each institution. It is further important for SMT to know that the school can be managed according to more than one model. The reality of school life is often different from the explanations given by specific models. In practice, we usually find that we can distinguish different characteristics from various models when we analyse the leadership strategies employed by SMT members to manage teamwork in schools.

Leithwood, et al. (2000:112) outlines the following leadership theories and model:

3.4 Transformational leadership theory

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

According to Shelley, Francis, Leanne and William (2004:182), transformational leadership consists of four I's which are idealized influence, inspirational motivation,

intellectual stimulation and individualized consideration. Idealized influence/inspirational motivation are related to the formulation and articulation of vision and challenging goals whereas intellectual stimulation includes seeking differing perspectives when solving problems, suggesting new ways of examining how to complete assignments and encouraging re-thinking of ideas that have not been questioned in the past. The term "transformational leadership" implies leaders' ability to change or transform their followers.

The transformational leader transforms the needs, values, preferences, and aspirations of followers from self-interests to collective interests (Northouse, 2004:121). Transformational leaders incorporate six leadership behaviours: Articulating vision, providing an appropriate model, fostering group goal acceptance, expecting higher performance, providing individualized support and offering intellectual stimulation.

Leithwood, et al., (2004:112) stated that one factor that separated transformational leaders from most other leaders was the ability to create and communicate a compelling vision or purpose for the group. They further suggested that transformational leaders stimulate, strengthen, and fascinate people in addition to having an inspiring vision. Transformational leaders generate and maintain trust and openness, as well as qualities that strengthen member commitment and loyalty (Northouse, 2004:122). As the name implies, transformational leadership is a process that inspires and stimulates followers to change. The change, in turn, commits followers to the leader's mission rather than self-interests (Rouche, Baker & Rose, and 2005:101).

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

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

Burns (as cited in Yukl, 2010:113) contends that a transformational leader is concerned with appealing to the moral values of his/her followers, to raise their self-consciousness about ethical issues, and to work in synergy to reform institutions. Bass (1998: 207) conducted additional research on transformational leadership. He posited transformational leadership in terms of behaviour to influence followers. According to him, transformational leaders recognized and sought to satisfy the needs of followers by engaging the full person. In addition, the transformational leader created a synergy in the organization by inspiring others to embrace and achieve collective goals. Avolio and Bass (2004:113) also maintain that transformational leaders have a moral imperative. He also asserted that transformational leaders must have a certain amount of charisma to get followers to transcend self-interests for the interests of the organization (ibid).

Bass and Avolio (2004:113) later developed the Multifactor Leadership Questionnaire (MLQ) to measure a broad range of leadership types, from passive leadership to transformational leadership. The conceptual basis for the factor structure for the MLQ began with Burns' description of transactional and transformational leadership. The MLQ measures transformational behaviours – idealized influence, inspirational motivation and intellectual stimulation, and two transactional behaviours, contingent reward and passive management by exception. In their study, Bass and Avolio (2004:113) also identified a third dimension to leadership, which is laissez fair kind of leadership. According to them, the MLQ was, and is still used today by organizations, to define leadership in relation to organizational effectiveness.

Transformational leaders should model desired behaviours and encourage followers to engage in analysis. Such guidance provides team members with a better understanding of how to approach their work and should therefore strengthen their

belief that they can execute the behaviours and analysis needed for successful team performance. According to McNatt and Judge (2004:550), transformational leaders should show concern for followers' needs, and also should promote a belief among team members that the leader will provide them with any support that they might need from him or her. Believing that the leader will provide them with resources and other type of support, followers need to execute their work successfully and also strengthen team members' confidence that they will be successful.

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

The leader tries to motivate the subordinates to achieve their fullest potential by coaching, mentoring, and linking the needs of an individual to the mission of an organization. Certainly, a team leader provides the subordinates with new challenging ideas and evokes an awareness of problems, awareness of their thoughts, and recognition of their vision in subordinates. Using transformational leadership, the leader has to bring the group on one collective path pursuing the same objective. The leader should therefore support a greater interaction and communication, and communicate the achievement of subordinates' objectives to increase the members' satisfaction and to inform them about the task completion (McNatt & Judge, 2004:550). This form of leadership assumes that the central focus of leadership ought to be the commitments and capacities of organizational members. Higher levels of personal commitment to organizational goals and greater capacities for accomplishing those goals are assumed to result in extra effort and greater productivity (Leithwood et al., 2000:112).

Transformational leadership ensures commitment from the followers. Both leaders and followers want to achieve and become the best and are united in the pursuit of the higher level goals common to both. Both want to shape the school in a certain direction. The transformational approach seems to be more people-oriented, and consists of three broad categories of leadership practices, each of which includes a number of more specific practices. However, these specific practices are nowhere near detailed enough to be considered "prescriptions". That is intentional for two reasons. First, specific school context requires discretion and adaptation on the part of leaders if they are to manage teamwork successfully, no matter their general orientation to leadership. Second, judgment needs to be exercised about when particular practices are appropriate. SMT members must not go about setting high expectations at every turn. They must look for those opportunities when modelling or talking about expectations is likely to have the greatest effect.

Transformational leaders are those who transform their followers into becoming leaders themselves. According to Wikipedia, "Transformational leadership is a leadership approach that is defined as leadership that creates valuable and positive change in the followers. A transformational leader focuses on "transforming" others to help each other, to look out for each other, to be encouraging and harmonious, and to look out for the organization as a whole. In this leadership, the leader enhances the motivation, morale and performance of his follower group." in addition, Bass and Riggio (2006:54) indicate that "Transformational leaders are those who stimulate and inspire followers to both achieve extraordinary outcomes and, in the process, develop their own leadership capacity. Most importantly, transformational leaders help followers grow and develop into leaders by responding to individual followers' needs by empowering them. In addition, they also align the objectives and goals of the individual followers, the leader, the group, and the larger organization. Evidence has accumulated to demonstrate that transformational leadership can move followers to exceed expected performance, as well as lead to high levels of follower satisfaction and commitment to the group and organization."

Bass and Bernard (1998:45) identify the following four components of transformational leadership:

- ***Idealized Influence*** (also known as Charismatic Leadership) - Transformational leaders act in ways that make them role models. They are respected, admired and trusted. Followers identify with them and describe them in terms that imply extraordinary capabilities, persistence and determination. These leaders are willing to take risk. They can consistently be relied upon to do the right thing, displaying high moral and ethical standards.

- ***Inspirational Motivation*** - These leaders embody the term "team spirit". They show enthusiasm and optimism, providing both meaning and challenge to the work at hand. They create an atmosphere of commitment to goals and a shared vision.

- ***Intellectual Stimulation*** - a Transformational Leader encourages creativity and fosters an atmosphere in which followers feel compelled to think about old problems in a new way. Public criticism is avoided.

- ***Individualized Consideration*** - Transformational leaders act as mentors and coaches. Individual desires and needs are respected. Differences are accepted and two-way communication is common. These leaders are considered to be good listeners, and along with this come personalized interaction. Followers of these leaders move continually toward development of higher levels of potential.

3.4.1 Setting directions

A critical aspect of transformational leadership is helping staff to develop shared understandings about the school and its activities, as well as the goals that undergird a sense of purpose or vision. People are motivated by goals that they find personally compelling, while also being challenging, yet achievable. Having such goals helps people find meaning in their work and enables them to find a sense of identity for themselves in their work context. Such specific practices as identifying and articulating a vision, fostering the acceptance of group goals, and creating high-performance expectations are often cited as helping set directions. Visioning and establishing purpose are also enhanced by monitoring organizational performance and promoting effective communication (Benni & Nanus, 1985:23).

3.4.2 Developing people

Parker (2007:54) emphasizes that, while clear and compelling organizational directions contribute significantly to members work-related motivations, they are not the only conditions to do so. Such directions do not contribute to the capacities members often need to be productive. Such capacities and motivations are influenced by the direct experiences organizational members have with those in leadership roles, as well as the organizational context in which people work.

The ability to engage in such practices partly depends on the leaders' knowledge of what is required to improve the quality of teaching and learning. While this ability is often described as "instructional leadership", it is also part of what is now being referred to as leaders' emotional intelligence. Recent evidence suggests that such intelligence displayed, for example, through the personal attention devoted by a leader to an employee and the use of the employee's capacities, increases levels of enthusiasm and optimism, reduces frustration, transmits a sense of mission and indirectly increases performance (McColl-Kennedy & Anderson, 2002:61).

3.4.3 Redesigning the organization

Transformational leaders create conditions in their schools that supports and sustain the performance of administrators and teachers, as well as students. This set of practices acknowledges the importance of learning communities as key contributors to teachers' work and student learning. Such practices assume that the purpose behind organizational culture and structures should match the changing nature of the school's improvement agenda.

 Specific practices typically associated with this category include strengthening district and school cultures, modifying organizational structures to foster culture-building and creating collaborative processes to ensure broad participation in decision making. This category of practices also includes the on-going refinement of both non-routine administrative processes (Phalane, 2012:54).

3.4.4 Effects of transformational school leadership

Although relatively modest in sizes, the body of empirical evidence about the effects of transformational leadership in school contexts attests to its suitability in schools faced with significant challenges for change and greater accountability (Leithwood, et al., 2000:114). It supports the contribution of this form of leadership, when exercised by SMT members, to a wide array of individual and organizational outcomes, paralleling claims made for this approach to leadership in non-school contexts. A small number of other researchers have reported evidence about transformational school leadership during this time as well.

3.4.5 Collegial (Collaboration) Management model

Collegial model includes all those theories that emphasize that power and decision-making should be shared among some or all members of the organization. Teamwork among SMT members is the true evidence of this model as work is shared equally among SMT members and systems put in place to monitor whether the said goals are achieved. Singh (2001:44) explains that collegial models assume that organizations such as schools determine policy and make decisions through a process of discussions leading to consensus. Power is shared among all SMT members who have mutual understanding of the objective of the school which is enhancing quality of teaching and learning. On the other hand, Msila (2011:434) mentions that collegial model has been adopted by many schools. In collegial models, the style of leadership is influenced by the nature of decision-making process. The SMT is typified as the facilitator of an essentially participative process. The SMT's credibility with their educators depends on providing leadership to them and stakeholders while valuing the contributions of specialist teachers.

Collegial models have become increasingly popular in literature on education management. The advocates of these models believe that participative approaches represent the most appropriate means of conducting affairs in educational institutions. Collegial theories argue that active support for change is more likely to be forthcoming where teachers have been able to contribute to the process of policy

formulation. Collegiality is an elusive ideal, but it is likely to become an increasingly significant model in the theory of education management (Singh, 2001:32).

3.5 Participative leadership theory

Kouzes and Posner (2002:74) describe participative leadership theory as the theory where involvement in decision-making improves the understanding of the issues involved by those who must carry out the decisions. They further explain that participative theory encourages people to be more committed to their actions and any decision taken. People are less competitive and more collaborative when they are working on joint goals. When people make decisions together, the social commitment to one another is greater and thus increases their commitment to the decision. Davies (2003:33) also affirms that several people deciding together make better decisions than one person alone. A participative leader, rather than taking autocratic decisions, seeks to involve other people in the process, possibly including subordinates, peers, superiors and other stakeholders.

According to Bruns and Gee (2009:150), the participatory leadership paradigm is based on respect and engagement. It constructively focuses energy in every human to human encounte*r.* Moreover, participatory leadership is a more advanced, more democratic and more effective model of leadership; it harnesses diversity, builds community, and creates shared responsibility for action. It deepens individual and collective learning yielding real development and growth. Participatory leaders are typically post conventional leaders**.** Their action logic uses every organizational interaction to make meaning, live purpose, grow self, others and transform organizations. Participatory leadership is a sustainable and empowering way to create successful organizational development and change. Participatory leaders use every meeting as a key mechanism through which to release potential.

Similarly, Oostvogels (2009:21) avers that "a participative leadership style is a very essential aspect of today's school management". This style creates and maintains healthy relationships between the SMT and the educators and staff as a whole. This is probably the best type of school's leadership style that necessarily allows staff members to give suggestions and take some of the crucial decisions, along with their

SMT. However, the final decision rests on the school manager. As the name indicates, a participative leader enables the employees to play a major part in any decision-making process, which makes employee performance better. Therefore, instead of the leader just throwing direct, stringent orders to the employees, he acts like a guide and a mentor to the employees, helping them in achieving their goals. So, it is like, "let us do" rather than "I want you to do".

Bruns and Gee (2009:32) outlined the following as benefits of participative leadership theory:

- The team members are encouraged to share their thoughts and participate in making critical decisions;
- This increase in participation of the staff members makes them feel more driven to work, thus increasing the entire school's performance;
- The main advantage is that this technique promotes the development of potential leaders, among the team members;
- There are many minds involved in the decision-making process, and hence the decision is certainly well-thought upon from all angles, ruling out the possibilities of taking a wrong decision;
- With the involvement of so many people, a lot of alternative ideas can be generated. These ideas may prove to be beneficial in increasing the output efficiency;
- The creativity aspect of the educator's personalities is also tapped, thus increasing the quality of ideas that are put forth by them; and
- It gives the staff member's more than one reason to stay back in the school, thus increasing the retention rate.

Bruns and Gee (2009:32) also highlighted the following as the downsides of participative leadership theory:

- The theory of collective decision-making might slow down the process of achieving targets. It requires time for the brainstorming sessions to take place. Also, the participants of the sessions also need time to deliberate and come to a unanimous decision.

- Secrecy of the information that is shared and the decision that is taken cannot be guaranteed. If the project is of utmost importance to the school and the related information needs to be safeguarded, this style of leadership might not work in the favour of the school.

- This leadership style might not work for schools that have huge staff members. To involve so many people in the decision-making process is not practically possible.

- If the project requires extensive knowledge in a particular area, the involvement of staff with no/less knowledge in the field will be of no use for the school. Instead, the entire decision-making process will be further delayed.

Furthermore, Davies (2006:121) also explains that participatory style of leadership makes teamwork to be more effective as everybody's views are considered. Often, however, as it is within the principal's whim to give or deny control to his or her subordinates; most participative activity is within the immediate team. The question of how much influence others are given thus may vary on the principal's preferences and beliefs, and a whole spectrum of participation is possible. Democratic leadership, also known as participative leadership, is a type of leadership style in which members of the group take a more participative role in the decision-making process. Researchers have found that this learning style is usually one of the most effective and leads to higher productivity, better contributions from group members, and increased group morale.

The participative leadership style involves facilitating the conversation, encouraging people to share their ideas, and then synthesizing all the available information into the best possible decision. The participative leader must also be able to communicate that decision back to the group to bring unity to the chosen plan. Participative leadership assumes that the decision-making processes of the group ought to be central focus of the group. This theory is underpinned by three assumptions:

- Participation will increase school effectiveness;
- Participation is justified by democratic principles; and

- In the context of site-management, leadership is potentially available to any legitimate stakeholders.

According to Kouzes and Posner (2002: 45), the participative approach will succeed in "bonding" staff together and easing the pressure on SMT members. When they are bonded together, it becomes easier for them to work as a team and to share the workload equally in order to realise the goals of the team. The burdens of SMT in monitoring teamwork will be less if SMT functions and roles are shared and if the concept of leadership density will also emerge as a viable replacement for principal leadership. Singh (2001:31) argues that, though participative theory has some good practices, on the other hand there are some limitations attached to it, namely:

- Participative aspects of decision - making exist alongside the structural and bureaucratic components of school and cause tension;
- Decision-making tends to be slow and cumbersome- it requires patience and considerable investment in time;
- The approach is difficult to sustain, as the principal remains accountable for actions and decisions;
- Decision is reached by consensus, but there is no guarantee of unanimity on outcomes;
- Effectiveness depends on attitude and support of the teachers; and
- Effectiveness depends on the attitudes of the principal who has the legal authority to manage the school.

3.5.1 Political Model

Price (2007:110) elaborates that political models embrace those theories that characterize decision-making as a bargaining process. Political models assume that schools as organizations are political arenas whose members engage in political activities to pursuit of their interest. Nye (2008:23) also support the Price (2007:110) idea that political models assume that in organizations such as school, policy and decision making emerge through a process of negotiations and bargaining. Interest groups develop objectives. Conflict is viewed as a natural phenomenon and power accrues to dominant coalitions rather than being the preserve of formal leaders.

According to Harley and Wedekind (2004:74), political models have the following major features:

- They tend to focus on groups activity rather the school as a whole;
- Political models are concerned with interests and interest group;
- This model stresses the prevalence of conflict in school;
- They assume that the goal of school is unstable, ambiguous and contested;
- In political arenas, decisions emerge after a complex process of bargaining and negotiations; and
- The concept of power is central to all political theories.

Harvey and Wedekind (2004:31) describe power as an important concept in political models and are therefore clarified. Power may be regarded as the ability to determine the behaviour of others or to decide the outcome of conflict. In addition, power is the medium through which the conflicts of interest are ultimately resolved. Power also influences who gets what, when and how. Principals possess substantial resources of authority and influence that can be seen as being characterized by power. They have the capacity to determine many institutional decisions and to affect the behaviour of their colleagues. They do not have absolute power. Other leaders and staff also have power, which arises principally from their personal qualities and expertise.

Glatthorn (2000:11) outlines two central faces of leadership in political arenas. He mentions that in the first place, the principal is the key participant in the process of bargaining and negotiation. Leaders have their own values, interests and policy objectives that they seek to advance as appropriate at meeting of committees and in informal settings. The second facet of leadership concerns principals responsibility to sustain the viability of the school and to develop the framework in which policies can be tested and receive the endorsement of the various interest groups. To achieve acceptable outcomes, leaders become mediators who attempt to build coalitions in support of policies.

Political theories are described by Price (2007:110) as primarily descriptive and analytical, unlike most theories that tend to be normative. The focus on interest, conflict between groups and power provide a valid and persuasive interpretation of

the decision-making process in schools. Political models provide rich descriptions and a persuasive analysis of events and behaviour in schools. The explicit recognition of interest as prime motivators for action is valued. Furthermore, the acceptance that, competing interest may lead to conflict, and that differential power ultimately determines the outcomes, is a persuasive element in the analysis of educational institutions. For many teachers, the emphasis of power as the major determinant of policy outcomes is convincing and fits their day-to-day experience better than any other model.

Nye (2008:23) maintains that political models have much to offer in developing an appreciation of the nature of management in schools. Political models provide valuable insight into the operation of schools and other educational institutions, but they need to be considered alongside the formal and collegial models. The political models are not substitutes for the bureaucratic or collegial models of decision-making.

3.6 Transactional leadership theory

Kouzes and Posner (2002:34) argue that "people are motivated by reward and punishment". They further maintain that "social systems work best with a clear chain of command". When people have agreed to do a job, a part of the deal is that they cede all authority to their manager. The prime purpose of a subordinate is to do what their manager tells them to do. As Singh (2001:42) argues, "A transactional leader works through creating clear structures whereby it is clear what is required of their subordinates and the rewards that they get for following orders". Punishments are not always mentioned, but they are also well-understood and formal systems of discipline are usually in place. The early stage of transactional leadership is in negotiating the contract whereby the subordinate is given a salary and other benefits, and the company (and by implication the subordinate's manager) gets authority over the subordinate. When the transactional leader allocates work to a subordinate, they are considered to be fully responsible for it, whether or not they have the resources or capability to carry it out. When things go wrong, then the

subordinate is considered to be personally at fault, and is punished for their failure (just as they are rewarded for succeeding).

As Garner and Stough (2008:115) note, "Transactional leadership involves motivating and directing followers primarily through appealing to their own self-interest". They further explain that "the power of transactional leaders comes from their formal authority and responsibility in the organization; in this case, the school as general". On the one hand, Humphreys and Einstein (2003:85) further postulates that "punishment and reward motivate people and this underpins transactional leadership theories". The main goal of the follower is to obey the instructions of the leader. Transactional leadership style can also be mentioned as a 'telling style'. The leader believes in motivating through a system of rewards and punishment. If a subordinate does what is desired, a reward will follow, and if he does not go as per the wishes of the leader, a punishment will follow. Here, the exchange between leader and follower takes place to achieve routine performance goals (Garner & Stough, 2008:115).

Sarros and Santora (2001:388) also confirm that "transactional leaders link the goal to rewards, clarify expectations, provide necessary resources, set mutually agreed upon goals, and provide various kinds of rewards for successful performance". They set SMART (specific, measurable, attainable, realistic, and timely) goals for their subordinates. Transactional leaders actively monitor the work of their subordinates, watch for deviations from rules and standards and taking corrective action to prevent mistakes. Transactional leaders intervene only when standards are not met or when the performance is not as per the expectations. They may even use punishment as a response to unacceptable performance. Transactional leaders overemphasize detailed and short-term goals, and standard rules and procedures. They do not make an effort to enhance followers' creativity and generation of new ideas. This kind of a leadership style may work well where organizational problems are simple and clearly defined. Such leaders tend to not reward or ignore ideas that do not fit with existing plans and goals (ibid).

According to Humphreys and Einstein (2003:85), "Transactional leaders are found to be quite effective in guiding efficiency decisions which are aimed at cutting costs and

improving productivity". They tend to be highly directive and action-oriented and their relationship with the followers tends to be transitory and not based on emotional bonds. The theory assumes that subordinates can be motivated by simple rewards. The only 'transaction' between the leader and the followers is the money which the followers receive for their compliance and effort.

There must be a well-defined hierarchy where everyone knows who the leader is and who is following. When people are in agreement about the need within the organizational structure to do a task or reach goals through objectives, there is the understanding that they are to recognize the leader and each organizational member releases all independence and sovereignty. The subordinates need only to obey their leader; nothing more is required. Whether they can actually accomplish the task is irrelevant. An overlap exists between transactional leadership theories and contingency leadership theories in that both aver that the circumstances or context dictate leadership style. In the case of the latter, a subordinate's position depends upon performance. In a laissez-faire economy, a person seeking employment implies that the employee subordinates all rights to the leaders of the organization for which s/he is to work (ibid).

Conversely, Kelloway and Barling (2000:145) contend that "transactional leadership theories are among the most controversial in that they hone hierarchical boundaries and are inherently undemocratic". In the most developed form, they describe totalitarian dictatorship. A leader or manager points her or his finger and says "do it - no questions asked". The method is predicated upon behaviourism, the starkest of which is the Pavlovian response. If one presents a dog with food, accompanied by the sound of a bell and the dog usually will salivate before eating. After a fashion, one needs only to ring the bell and the dog will salivate even in the absence of food. We know this to be a conditioned response. Abraham Maslow, among others, has found that people have hierarchies of needs (physiological, safety, love, esteem and self-actualization) and the transactional leader takes advantage of these in presenting them as rewards to a following that does the leader's bidding. When a person is sycophantic, s/he will be rewarded. Maslow stated that self-actualization was the highest value and that this would make a transactional-based leaders' job

even easier (ibid).

Kelloway and Barling (2000:145) also explain that "for a population who has its physical needs taken care of, simply providing printed certificates and coin medals proves to be a rather inexpensive manner of leading". Of course, for a fear of punishment, the boss or leader merely has to hold unemployment over the head of a recalcitrant one or in an extreme situation in tyrannical environments, there is always starvation, torture, or execution. However, Humphreys and Einstein (2003:85) points out that "physical needs must be first satisfied, and to get to that point of self-actualisation; people require more than just their basic needs satisfied".

Lam and Pam (2003:165) argue that "it is not difficult to find critiques of transactional leadership theories, ranging from their being inherently undemocratic to the fact that they rob a person of human dignity, to say nothing of insulting her or him". If an urgent task needs to be accomplished in a short period of time with no time to pace people through the rationale, there may be some justification. In addition, Lam and Pam (2003:165) explain that, however, in the situation where people can understand, there is less opportunity. In the long-run, there may be an over-reliance on a transactional leader and if something happens to that leader, the integrity of the organization may be jeopardized. Participation in decision-making and having more persons capable of assuming the duties of leadership strengthens that organization (ibid).

 Yukl (2006:176) writes that, "transactional leadership theories aren't conducive to developing leaders or bringing out the best in people". Plato definitively put to rest the philosophical justification of "might makes right" in The Republic. He further argues that there are higher values to be attained than can be realized by emulating basic animalistic behaviour. It can be said that transactional leadership theories violate two norms of ethics, one by the famous and mainstream philosophers in ethics, Immanuel Kant and Jeremy Bentham. Kant offered his version of the "Golden Rule" to what you would like to see universalized in the world. Would a transactional leader be willing to obey another leader of the same stripe? Bentham said that one should do what maximizes pleasure and that this should be universal. Yukl (2010:176) further writes that, for a transactional leader, there may be pleasure in

telling others what to do, but save for the masochist; obedience is not the most dignified behaviour (ibid).

Transactional leadership diverges from transformational leadership in that the transactional leader does not individualize the needs of subordinates nor focus on their personal development (Northouse, 2004). Transactional leaders exchange things of value with subordinates to advance their own as well as their subordinates' agenda. Transactional leaders gain influence from subordinates when it is in their best interest (Leithwood et al., 2004:112). Transactional leadership approaches followers with an eye to exchange one thing for another – e.g. job for votes, more work for better wages (Yukl, 2010:176). A transactional leader inspires followers by appealing to their self-interests. Transactional leaders are good for keeping things running smoothly. Values in a transactional organization include: honesty, fairness, responsibility and reciprocity.

The behaviour of transactional leaders is dictated by the application of contingent rewards and /or management by exception. The active transactional leader offers rewards to the follower for meeting objectives that were mutually set and agreed upon previously. The leader in an active transactional relationship determines the goal and then defines what the subordinate will get for achieving that goal (Rouche et al. 2005:130). If the subordinate attains the objective then the reward could be a raise in pay, a promotion or some other form of recognition within the work group (Piercey, 2010:110). In contrast, the passive transactional leader employs an avoidance of corrective actions once goals are achieved (Sergiovanni, 2008:176).

Davies (2006:121) assumes that "a transactional leader often uses management by exception, working on the principle that if something is operating to defined (and hence expected) performance, and then it does not need attention". Exceptions to expectation require praise and reward for exceeding expectation, while some kind of corrective action is applied for performance below expectation. Whereas transformational leadership has more of a 'selling' style, transactional leadership, once the contract is in place, takes a 'telling' style. Transactional leadership is based in contingency, in that reward or punishment is contingent upon performance.

Despite much research that highlights its limitations, Kouzes and Posner (2002:34) maintain that "transactional leadership is still a popular approach with many managers. Indeed, in the Leadership vs. Management spectrum, it is very much towards the management end of the scale". The main limitation is the assumption of 'rational man', a person who is largely motivated by money and simple reward, and hence whose behaviour is predictable. The underlying psychology is Behaviourism, including the Classical Conditioning of Pavlov and Skinner's Operant Conditioning. These theories are largely based on controlled laboratory experiments (often with animals) and ignore complex emotional factors and social values. In practice, there is sufficient truth in Behaviourism to sustain Transactional approaches. This is reinforced by the supply-and-demand situation of much employment, coupled with the effects of deeper needs, as in Maslow's hierarchy of needs. Singh (2001) reports that when the demand for a skill outstrips the supply, then transactional leadership is often insufficient and other approaches are more effective.

3.6.1 The Subjective Model

In their transactional leadership theory above, Kouzes and Posner (2002:34) also describe subjective models as, "those models that incorporate approaches that focus on individuals in organisations rather than the entire institution". The individual is placed at the centre of the organisation. Yulk (2006:130) also defines subjective models as "those models that assume that organizations are creations of the people within them". Individuals are thought to interpret situations in different ways and these individual perceptions are derived from their background and values. Organisations have different meanings for each of their members and exist only in the experience of those members. Subjective approaches emphasize the significance of individual purposes and deny the existence of organisational goals.

The essence of the subjective model is the view that the individual participant is at the heart of the organisation and should not be regarded as simply a cog. The meanings given to events by staff, governors and students are thought to be central to our understanding of schools. An analysis of educational institutions therefore requires a subjective dimension if a complete picture is to emerge. Formal models stress the accountability of organisations and SMT in these organizations to certain

groups and individuals in the external environment. Subjective theories pay little attention to the issues, but the focus is implicitly on the answerability of individual teacher, rather than the accountability of the institution itself (Kouzes & Posner, 2002:35).

In Davies (2006:124) views, the concept of leadership fits rather uneasily in the framework of subjective models. Individuals give different meanings to events. This applies to all members, whatever their position in the organisation. Davies (2006:124) further explains that, "people who occupy leadership roles have their own values, beliefs and goals". Subjective theorists prefer to stress the personal qualities of individuals rather than their official positions in the organisation. According to Yulk (2006:130), the subjective view is that leadership is a product of personal qualities and skills and not simply an automatic outcome of official authority; perhaps the most effective leaders are those who have positional power and the personal qualities to command the respect of colleagues. This is a combination of formal and subjective perspectives.

The emphasis on individual meanings is a valuable aid to our understanding of educational institutions. Recognition of the different values and motivations of the people who work in organizations is an essential element if they are to be managed successfully. Certainly, teachers are not simply automatons, carrying out routine activities with mechanical precision. The subjective perspective offers some valuable insights, which act as a corrective to the more rigid features of formal models. The focus on individual interpretations of sevenths is a useful attitude to the uniformity of systems and structural theories (Kouzes & Posner, 2002:34).

3.7 Situational Leadership theory

Kouzes and Posner (2002:35) define situational leadership theory "as theory that is based on the ways people respond to working and being led in groups". In his study, Davies (2003:124) also explains that "central to understanding situational leadership are the key concepts of task behaviour, the amount of guidance and direction you provide; relationship behaviour, the amount of social and emotional support you provide; follower readiness, exhibited in followers performing a specific task or

function or accomplishing a specific objective; and follower development, followers' maturity and ability to manage themselves in an organizational environment". Davies 2006:124) further confirms that "these variables don't operate independently of each other or in isolation; they are interactive".

In leading human resources, there is no one best way to influence people. In military terms, their theory holds that the leadership style you select and use will depend on the environment and the readiness or ability of your unit or your individual soldiers. A key point is that the follower determines the leadership style; that is, your soldiers' behaviour should determine the leadership behaviour most appropriate for you to employ. Specifically, if a soldier was an engaged self-starter able to accomplish a task, you would choose to get out of the way and allow the soldier to work independently. On the other hand, if a soldier seems timid and uncertain about how to proceed or accomplish the task, you would step in and use *task* behaviour—instructions, training, and guidance.

According to Kouzes and Posner (2002:35), in situational leadership theory, there are no good and bad styles; only those are appropriate for the given situation of task and people. One of the key characteristics of effective leadership is to assess the situation correctly, select and apply the appropriate style, and continuously review your choice.

The Situational Leadership Model suggests that there is no "one size fits all" approach to leadership. Depending on the situation, varying levels of "leadership" and "management" are necessary. However, leaders must first identify their most important tasks or priorities. Second, leaders must consider the readiness level of their followers by analysing the group's ability and willingness. Depending on the level of these variables, leaders must apply the most appropriate leadership style to fit the given situation (Segiovanni, 2003:167).

The four different types of situational leadership are as follows:

- Directing;
- Coaching;
- Supporting; and

- Delegating.

3.7.1 Directing

In Segiovanni's (2003:167) opinion, situational leadership approach is most appropriate when the followers have low willingness and low ability for the task at hand. When the followers cannot do the job and are unwilling or afraid to try, then the leader must take a highly directive role. Additionally, Yulk (2006:165) states that, "directing requires those in charge to define the roles and tasks of the followers, and supervise them closely". Decisions are made by those in charge and communication is one-way. If the leader focused more on the relationship in this situation, the followers would become confused about what must be done and what is optional. Directing is often used when the issue is serious or comes with drastic consequences if not successful. The leader maintains a directive position to ensure all required actions are completed (Yulk, 2006:165).

On the other hand, Davies (2006:121) elucidates that "this leadership style is appropriate in those situations where followers lack competence, and therefore need to be shown how to do something, but are enthusiastic and committed, and therefore are willing to accept direction". They need direction and supervision to get them started. The effective leader in this situation responds by giving more direction, such as solving problems, making decisions and providing specific instructions covering the what, why and how of task completion. In this style, they do not provide sufficient support or encouragement. The style is also suited to emergency situations when the leader takes control. As followers grow in confidence and competence, they can resent being subject to what will begin to feel like an autocratic leadership style. Leaders should then adapt their style accordingly (ibid).

3.7.2 Coaching

Arguably, Kouzes and Posner (2002:35) pines that "situational leadership approach is most appropriate when the followers have high willingness but low ability for the task at hand". Like directing, coaching still requires leaders to define roles and tasks clearly, but the leader seeks ideas and suggestions from the follower. Decisions remain the leader's prerogative, but communication is much more two-way.

Followers needing coaching require direction and supervision because they are still relatively inexperienced, but they also need support and praise to build their self-esteem, and involvement in decision-making to restore their commitment. While coaching, the leader spends time listening, advising, and helping the follower gain necessary skills in order to do the task autonomously next time.

Segiovanni (2003:167) maintains that "coaching style is appropriate where followers have some competence but a lower level of commitment". They will need direction and supervision because they are still relatively inexperienced. But they will also need support and praise to build their confidence, and an involvement in decision-making to increase their commitment. The effective leader responds by continuing to solve the problems and make the decisions, to direct and closely supervise the task accomplishment. However, they will explain decisions, solicit suggestions and supports their followers' learning and progress. They give both direction and support (ibid).

3.7.3 Supporting

Interestingly, Yulk (2006:166) explains that "supportive leadership works when the follower can do the job, but is refusing to do it or showing a lack of commitment". The leader needs not worry about showing them what to do, but instead should be concerned with finding out why the followers are refusing and work to persuade them to cooperate. The key to supportive leadership is motivating and building confidence in people! Clarification on the details of the process would not matter, as the follower already knows what to do but lacks the motivation to act. Supportive leadership involves listening; giving praise and making the followers feel good when they show the necessary commitments for success. This style is most appropriate for those followers who are competent but who still lack confidence or motivation. They do not need much direction because their skills are at a higher level, but they do need support and encouragement. This will be particularly so if their commitment is low. Here the effective leader responds by sharing responsibility for problem resolution and decision-making with others. While it might be easier for them to make the decisions, instead they facilitate and support their followers' efforts towards task accomplishment. They give less direction but a lot of support (ibid).

3.7.4 Delegating

Begg's and David's (2009:69) aver that situational leadership approach is most appropriate when the followers have high willingness and high ability. Leaders should rely on delegating when the follower can do the job and is motivated to do it. There is a high amount of trust that the follower will do well, and the follower requires little supervision or support. Delegating still keeps the leader involved in the decisions and problem-solving, but execution is mostly in the hands of the followers. Because the follower has the most control, he is responsible for communicating information back-up to the leader. Followers at this level have less need for support or frequent praise, although as with anyone, occasional recognition is always encouraged (ibid).

Begg"s and David's (2009:69) further claim that "situational leadership style is an appropriate style for followers who have high levels of both competence and commitment". Such people are both able and willing to work by themselves with little supervision or intervention. Most importantly, the wise leader will provide such followers with clear objectives and some boundaries, or limits, to their authority. But otherwise followers should be allowed to get on with it. This helps us understand the true meaning of empowerment. To me it is very simple. It is giving followers the permission to act and make decisions aligned to goals and within clear boundaries. It is not abdicating responsibility and does not mean that the leader can go play golf (ibid).

3.7.5 Task Behaviour

Buckley (2008:124) views task behaviour as the extent to which one specifically defines the duties and responsibilities of an individual or group. Examples of task behaviour include directing educators on what to do, how to do it, and when to do it. In his book entitled: *Leadership in Organizations,* leadership and organization expert Gary Yukl suggests that task behaviour has limitations when used alone, because it tends to have inconclusive effects on follower satisfaction and productivity.

3.7.6 Relationship Behaviour

Buckley (2008:124) explains relationship behaviour as, "the extent to which you engage in two-way or multidirectional communication with your subordinates." Such behaviour includes listening, facilitating, praising, collaborating, counselling, consulting, and other socially and emotionally supportive behaviours. Studies have shown that leaders' relationship behaviour significantly improves follower performance. In particular, if you reach an impasse in the conduct or progress of a mission, using relationship behaviours can help solve the problem. People will respond better if they feel you are supportive and sympathetic to the challenges they face in doing their jobs. If you simply issue orders and then micromanage tasks, you will have a harder time gaining cooperation from educators who might begin to feel you do not trust them. The old expression "You catch more flies with honey than you do with vinegar" does in fact apply to the way you lead people. Task behaviour and relationship behaviour are distinct leadership behaviours, but considered together, they help define four main leadership styles (Buckley: 2008:124).

3.8 Tuckman's Teamwork Theory and Model

Begg's and David's (2009:62) ascribe the Bruce Tuckman's model as "the most famous teamwork theory". Tuckman's model is widely known as a basis for effective teamwork. This model is significant because it recognizes the fact that groups do not start off fully-formed and functioning. Furthermore, Begg's and David's (2009:62) suggest that "teams grow through clearly defined stages, from their creation as groups of individuals, to cohesive, task-focused teams".

3.8.1 The four phases of Tuckman's Teamwork Theory

Forming

This is the initial stage of team development during which individuals have not yet gelled together. During this stage, everybody is busy finding their place in the team, sizing each other up, and asking themselves why they are there. Effective teamwork in schools happens when four elements such as strengths, teamwork, alignment and results are in place. In addition, Begg's and David's (2009:69) claim that individuals flourish as they use and develop their strength. People come together building relationships that result in effective teamwork. Accordingly, a team leader aligns a

team through effective communication of purpose so that individual strength combines with teamwork to deliver team results. Together, everyone achieves more as performance flows and results that are meaningful and rewarding to the team (Buckley, 2008:124).

Storming

During this stage, people begin to see themselves as part of a team. However, at this stage, they may challenge each other and the team leader about the task of the team, and how the tasks should be done. As the stage title suggests, conflict and confrontation typify this stage, as differences surface. This may result in some loss of performance or focus on the task (Buckley, 2008:124).

Norming

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

Performing

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

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

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

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Strengths

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

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

Teamwork

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

Alignment

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

Results

The SMT must together set and establish the vision and purpose of the team. Accordingly, the SMT should define a clear sense of identity and purpose, as well as to determine the meaningful results the team envisages to achieve. The SMT must also confirm the goals and intended results with fellow colleagues in the school. Therefore, the SMT should establish what task the team needs to do to achieve the

agreed meaningful results. Lastly, SMT should identify who ought to do the task (Begg's & David's, 2009: 75).

3.9 Chapter summary

Chapter Three dealt with theoretical framework of leadership strategies. Theories and models related to leadership strategies and teamwork such as transformational leadership theory with its collegial management model were discussed. Participatory leadership theory together with its political model was elaborated, and finally the transactional leadership theory together with subjective model was also discussed.

CHAPTER 4
RESEARCH METHODOLOGY

4.1 Introduction

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

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

4.2 The constructive paradigm

Creswell (2009: 56) explains constructivism as "a paradigm or worldview posits that learning is an active, constructive process". The learner is an information constructor. People actively construct or create their own subjective representations of objective. Constructivism is basically a theory based on observation and scientific study about how people learn. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When we encounter something new, we have to reconcile it with our previous ideas and experience, maybe changing what we believe, or maybe discarding the new information as irrelevant. In any case, we are active creators of our own knowledge. To do this, we must ask questions, explore, and assess what we know.

Constructivism is an essential model of leadership that all principals should employ at one time or another. In educational theory, constructivism occurs when school

participants create a trusting environment that awakens potential, does away with old assumptions, creates meaning, and frames actions based on new behaviours and purposeful intention. A constructivist leader explores the way things were, by speaking to the people who were there. Then, he or she uses that knowledge to determine how things should be, and finds ways to get there. All this is done in a context to which everyone involved can relate. Everyone in the school can perform an act of leadership, provided that s/he possesses the following:

- A sense of purpose and ethics, as a basis for healthy relationship-building; facilitation skills, which are needed during conversations about teaching and learning, in order to construct meaning;
- A solid understanding of constructivist learning in humans;
- An understanding of the processes of change and transition;
- An understanding of context (memories can continually be drawn and enriched in creating meaning); and
- In addition to attitudes of courage and risk-taking, low ego, and a heightened sense of possibility.

Those who initiate acts of leadership have held tight to their purposes. Or, they may have redefined their personal ethics after experiencing a pattern of ineffective or negative relationships. Good old-fashioned logic and truth contribute to building trust in communal relationships (Cohen & Manion, 2000: 23).

An understanding of constructivist learning enables leaders to pose questions and frame actions that lead to self-construction and equal sharing of authority. These factors are important in the design of constructivist curricula, assessments and instruction. Constructivism enables the school leader to create learning environments based on the following:

- Passion;
- Unique learning gifts/perceptions;
- The community;
- Authentic work; and
- Assessment.

The main aim of the constructivist leader is to create real change fuelled by intention, not prediction. The complex change process can only be understood through dialogue among co-leaders in the learning community. They must tap into the "community of memories" by exploring, analysing and planning. Communities are important because they are constituted by their past; in order to retain their past, they are constantly involved in retelling their story.

Working in this paradigm implies that I have investigated people within their context and attempted to make sense of their interpretation as they are in leadership positions and therefore implementing leadership strategies to daily manage teamwork. According to Cohen, et al. (2000:22) "...the central endeavour in the interpretive paradigm is to understand the subject of human experience." Constructivist teachers encourage students to constantly assess how the activity is helping them gain understanding. By questioning themselves and their strategies, students in the constructivist classroom ideally become "expert learners." This gives them ever-broadening tools to keep learning. With a well-planned classroom environment, the students learn how to learn.

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

The research design indicates the plan of action, the roadmap towards accomplishing the aims and the objectives of the study. Mixed method research design was used in this study. Working in this paradigm granted me an opportunity to find out how SMTs understand and employ leadership strategies in managing teamwork in their schools based on their lived experience rather than theoretical knowledge. In addition, the research was also designed within interpretive paradigm as a small-scale of interviews from four secondary schools and questionnaires from 10 secondary schools were used to collect data.

4.2.1 Research Design

Data were collected using mixed method research design. Creswell (2009:204) defines mixed method research as a research design that enables the researcher to describe, measure, manipulate and understand a concept if the researcher looks at it from two (or more) different perspectives. If as a researcher I reach the same conclusion from the interviews and questionnaires, I would likely feel more comfortable with my conclusion as if I have validated the first conclusion by checking the same thing again. Mixed method is also defined by Rothbauer (2009:123) as an approach that uses a combination of more than one research strategy in a single investigation. Therefore, I chose mixed method design to assure completeness of my findings and conclusions. Any single qualitative research strategy has its limitations. By using interviews and questionnaires, my findings will be confirmed by overcoming the limitations of single strategy. Interestingly, uncovering the same information from more than one vantage point helped me to describe how the findings occurred under different circumstances and assisted me to confirm the validity of my study (Plano Clark & Creswell, 2008:213).

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

The data were collected using the above mixed method. I first used interviews to collect data and analysed the results, and then subsequently followed by data collection using questionnaires and they were also separately analysed. The quantitative and the qualitative data were collected separately to offset the

weaknesses inherent within one method with the strengths of the other. The interviews and the questionnaires were conducted in different phases and the results of the two databases were analysed and discussed separately. In Chapter Four, I first presented data collected from interviews followed by data collected from questionnaires.

4.3 Sampling

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

In this study, purposive sampling was used to select the six secondary schools where interviews were conducted. Respectively, the six secondary schools were selected primarily because two were classified as top performing schools, two as average performing schools and the last two as underperforming schools. By choosing schools with different performance, I assumed that different leadership strategies employed by SMT members to manage teamwork could partly influence the school performance. This assumption came as a result of previous research which found that teamwork in top performing schools and this would enable me to address my research questions. According to Marshall and Rossman (2006:07), purposive samples are sometimes referred to as "accidental samples" for the reason that elements may be drawn into sample simply because they just happen to be conveniently situated, spatially or administratively, near to where the researcher is conducting the data collection. Thus, I selected the six secondary schools in Tshwane North District as I am currently working in that district, which will conveniently give me easy access to the schools.

The SMT members interviewed were selected using simple purposive sampling because I required information-rich key informants, and I expected that the SMTs has the basic knowledge information about leadership strategies they employ in schools to manage teamwork as they are the management team of the school. The

sample consisted of either the principal or the deputy principal and one HoD with at least three years management experience from each six schools for interview purpose. Therefore, this culminated in 12 SMT members being interviewed.

Furthermore, 10 secondary schools were also sampled randomly for distribution of questionnaires. It was also requested that the questionnaires be filled by SMT members with a minimum of at least three years' experience in management This was done because they have experienced how employing leadership strategies to manage teamwork impact on the quality of teaching and learning, how it impacts on their schools performance, whether their team is effective or not and which strategies are they employing to manage teamwork in their schools.

4.4 Data Collection

4.4.1 Gaining access

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

I also assumed that it would not be difficult for me to gain access to these schools as I am also an SMT member working in the same district where most of the time I interacted with the principals of these schools during meetings, workshops and seminars. It was stated clearly in the letters that interviews and the completion and collection of the questionnaire will be done after school hours that the smooth running of the school is not disturbed.

4.4.2 Interviews

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

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

Semi-structured interviews were conducted with the 12 SMT members from the six schools. It took me three to four weeks to conduct the interviews as I visited two schools per week. Each interview lasted for 15 minutes. The interview was semi-structured in the sense that I was leading the interview. There was a set time established for the interviews and I planned some questions prior to the interview. Strategically, some of the questions were open-ended so that they do not restrict the participants' opinions and they are able to probe into areas that arise during interview interactions. They were in-depth because they were designed to go deeply into the understanding of the informants (See the attached questions for interviews in Appendix A).

SMT members were interviewed and their answers reflected their perceptions and experiences about teamwork. Trochim (2009:67) maintains that interviews enable participants to discuss their interpretations of the world in which they live, and how they regard situations from their own point of view. Whatever SMTs think about, and

would like to share about, teamwork was carried out during interviews. As a result, SMT members were expected to demonstrate whether they have sufficient knowledge and skills on employing leadership strategies to manage teamwork in their schools. Respondents were also expected to confirm how absence of leadership strategies impacts on the quality of teaching and learning and how effective or ineffective is the DBE in supporting them.

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

4.4.3 Questionnaires

In this study, data were also collected through the questionnaire. Prior to the main data collection, 15 questionnaires were piloted to three secondary schools which were not part of the sample. The pilot study consisted of participants similar to the participants of the research study. Feedback from the pilot study enabled me to rectify any unclear statements or items in the questionnaire. One hundred (100) questionnaires were distributed to 10 secondary schools in Tshwane North District. To adhere to ethical considerations, prior to questionnaire distribution, letters were dispatched to the principals of selected schools, explaining the significance of the study, and requesting them to allow their SMT members to participate.

Distribution and collection of the questionnaire occurred each on a separate day. It took me about four to five weeks to distribute and collect the questionnaire from the sampled schools. Distribution and collection of data occurred during the month of September 2015. It was anticipated that each participant would take about 20 minutes to complete the questionnaire. Participants were encouraged to complete their questionnaire during break/lunch period to avoid encroachment into the regular school programme.

The questionnaire consisted of open-ended and closed-ended questions. It consisted of Section A, which is biographical data; Section B, which is knowledge and attitudes on teamwork; Section C, which deals with teamwork skills and Section D which deals with general questions. The questionnaire consisted of 85 items divided into themes related to leadership strategies employed by SMT members to manage teamwork in their school. Respondents were required to complete the questionnaire by circling the appropriate number of their choice for each item on a Likert five-point scale. The five-point Likert scale of satisfaction legend consisting of strongly disagree, disagree, neutral, agree and strongly agree was used in Section B. Another Likert five-point scale of competency legend consisting of very competent, competent, undecided, not really competent and not competent was used in Section C. Of the hundred questionnaires distributed, eighty seven were returned. (See the attached questionnaire in Appendix B).

4.5 Data analysis

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

The first step was to compile the data from the questionnaires. Here, I used the Special Packages for Social Sciences (SPSS) package to analyse the data from the

87 questionnaires collected. Descriptive statistics of graphic portrayals using frequencies, percentages and pie charts was used to analyse the data from questionnaires. I used the descriptive analysis because I wanted to summarize, organise and reduce data from the 87 questionnaires collected. The results of the respondents are presented in Chapter 5.

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

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

The themes together with comments are presented in Chapter 5.

4.6 Validity and Reliability

According to La Follett (2007:78), validity means the degree to which scientific explanations of phenomena match the realities of the world. It refers to the truth or falsity of propositions generated by research. Explanation of observed phenomena

approximate what is reality or truth, and the degree to which the explanations are accurate comprises the validity of the research. Foster (2008:87) also defines validity as a judgment of the appropriateness of a measure for specific inference or decisions that results from scores that are generated. As a result, validity is dependent on the purpose, population and a situational factor in which measurement takes place.

To ensure validity of the research, I conducted two pilot interviews with four SMT members of two secondary schools which were not part of the sampled schools. I also piloted 15 questionnaires to three secondary schools which were also not part of the sampled schools to test whether the interview questions and the questionnaire prepared will test what I intend to test. After completion of pilot interview and piloting questionnaires, I discussed the questionnaire with my supervisor and we effected some changes where it was necessary.

In contrast, reliability is explained as the consistency of measurement, the extent to which the results are similar over different forms of the same instrument or occasions of data collection. Reliability is also defined as the extent to which independent researchers could discover the same phenomena and to which there is agreement on the description of the phenomena between the researcher and participant (Foster, 2008). In order to enhance the reliability of this study, a standardized form of questioning was used during interviews with the aim of minimizing the effect of research bias. Furthermore, questionnaires were used to collect data from participants regarding the same issues and the collected data could therefore be coded systematically. I also used the following strategies to reduce threats to reliability, namely: verbatim account; by which I presented direct quotations and transcripts of the participant's responses during interview; low-inference descriptors - during interviews I made sure that no abstract language is used so that participants could understand every term; mechanically recorded data - all interviews were tape-recorded.

I also left an "audit trail" so that the pathway of the decision made in the data analysis can be checked by another researcher. However, Glaser and Strauss (2007:19) argue that it is worth considering whether or not this method leaves any

room for the "hunches" or "felt sense" of the emerging theory that can occur as the researcher becomes immersed in the data. They further advocate the process of "memoing" in that the researcher makes a note of key thoughts, hunches and lines of enquiry during data collection to serve as a form of audit trail. Munhall and Boyd (2005:374) suggest that items can be checked against one another repeatedly and compared and contrasted again and again to provide a check on their representativeness. I also did this by repeatedly reading the interview transcripts, and checking one data item or theme against others. By doing this, distortions, inaccuracies and misinterpretations were gradually discovered and resolved.

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

- The interviewee may agree with the authenticity of data and the representativeness of the interpretation and adds nothing new;

- The interviewee may agree with the authenticity of the data and the representativeness of the interpretation and adds further refinement and understanding to the category;

- The interviewee may disagree with the authenticity of the data and the representativeness of the interpretation and redirects the researchers inquiry; and

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

Appleton (2005:99) argues that "the process of triangulation also increases the accuracy of mixed method research findings in that data collected from different sources can confirm the truth". Smith and Biley (2007:320) assert that "establishing truth value can be attained using three types of triangulation":

- Triangulation by means of constant comparative method. Mixed method of data collection was used to collect data and same themes appeared;

- Triangulation regarding the variety of data collection methods. Questionnaires and interviews were used to collect data and both produced same results;

- Triangulation regarding the variety of participants. Data were collected data from schools with different performance, and also included the whole SMT members, not principals or deputies only, so that the participants vary.

4.7 Ethical considerations

I applied for ethical clearance from the ethical clearance committee of Unisa before data collection. After the ethical clearance certificate was issued, then letters of request to obtain permission to conduct research was send to the GDE and to Tshwane North District. After approval, another letter was send to the sampled schools to also request permission to conduct interviews and to distribute questionnaires. In the letter I explained the purpose for the research, the details of the interview and that tape recorder or voice recorder will be used during interview, and that the interview and the completion of questionnaire must not disturb the smooth running of the school. I also made sure that all participants sign consent form that the interview and the completion of questionnaire was voluntary and they are allowed to withdraw at any time during the interview or not to fill the questionnaire if they feel so.

I also ensured that at the beginning of subsequent data collection sessions, sufficient information regarding the research project was made known to the participants. In order to ensure that participants are sufficiently informed, I established codes of ethical conduct to establish specific criteria for disclosure. Accordingly, the specific criteria for disclosure included a statement to the participants indicating that participation was voluntary and a description of what the participants could expect in terms of the essential methods of research. In addition, I outlined the research problem, the research approach, the design genre, data collection methods, data analysis procedures. I also explained the purpose of the methods, possible risks,

anticipated benefits and a statement offering the participants to ask question and the freedom to withdraw at any time. I also included an explanation of how and why the participants had been selected, information about myself, as the researcher, and the possible uses to which the data or conclusion might be put (Foster, 2008:79).

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

4.8 Research realities

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

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

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

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

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

policy documents refer. Therefore, researchers should be welcomed with open arms, and there is much to be gained from school-university collaboration.

4.9 Chapter Summary

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

CHAPTER 5

DATA ANALYSIS AND DISCUSSIONS

5.1 Introduction

The main research question in this study is: "How SMT members employ leadership strategies to manage teamwork within their school contexts?" Given that SMTs were non-existent prior to the democratic era in South African schools, the research is set out to explore how SMT members employ leadership strategies to manage teamwork among others, how do they perceive these strategies, whether they have sufficient knowledge and skills on using these strategies to manage teamwork. This research also set out to explore the impact that the absence of these strategies has on the quality of teaching and learning and whether the DBE is doing enough to give support to SMT members on employing those strategies to manage effective teamwork in schools.

In doing so, this chapter presents data gathered through interviews and questionnaires. The interviews provide the main data, and principals' responses are presented first and their responses differ significantly from those of other SMT members. SPSS was used to analyse data from 87 questionnaires collected out of 100 that were initially distributed and the results are also presented. For the sake of the completeness of the raw data emerging from both interviews and questionnaire, Appendix A and B are included. The general picture that emerges is overwhelmingly positive because SMTs generally welcome the concept of leadership strategies in managing teamwork, and believe it has many positive consequences/attributes. However, the picture is complex, and these strategies are frequently characterised by tensions, conflicts and other challenges.

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

P = Principal

DP = Deputy Principal

HOD = Head of department

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

School 1 = S1

School 2 = S2

School 3 = S3

School 4 = S4

School 5 = S5

School 6 = S6

5.2 Interviews analysis

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

- Perception of SMTs on team management;
- Leadership strategies employed by SMTs in managing teamwork;
- Impact the absence of strategies has on quality of teaching and learning;
- School performance;
- Knowledge and skills employing leadership strategies on team management;
- Benefits of leadership strategies;
- Challenges of employing leadership strategies;
- Managing teamwork; and
- Support and guidelines needed to implement leadership strategies.

5.2.1 Perception of SMTs on team management

Principal's responses:

The interviews with the principals confirmed that the concept of leadership strategies is not a new phenomenon in schools. Most of the principals perceive leadership strategies as leadership styles that management use to manage the entire school to achieve the set goals. On a technical level, principals use team management to allocate different sections or activities in the school to other staff members. P1 from S1 uses the guidelines to allocate duties to SMT members. P2 from S2 refers to leadership strategies as *"putting systems in place to monitor teamwork."* In addition, P3 from S3 believes schools are too complex to be run single-handedly, and thus those systems in place should be delegated to other SMT members. P3 reiterates:

> "... *You can't expect one individual to have a finger on everything and actually have a correct opinion on everything*..."

P4 from S4 believes that *"to run a school strategies need to be in place and implemented"* and showed me some strategies that they developed to manage teamwork, such as monthly reporting tool from each department just to mention a few. Similarly, P5 acknowledges that *"I can't do the job on my own"* and that he inculcates a culture of voluntarism. In his words, he states:

> "*I ensure that all SMT members put their strategies on paper and make all educators in their respective departments to implement them as a team and report back on monthly basis."*

He claims that this practice really encourages teamwork.

The responses of the principal indicated that most of them understand the concept of leadership strategies not as something on paper but to be implemented and monitored regularly to manage teamwork.

Other SMT members' responses on perception on team management:

Deputy Principals and HoD's also perceive team management as working together as a group to reach common goal, though some indicated that sometimes team management is time consuming and some principals do not like working as team

always and also revealed that there are some of the things they like doing on their own.

In DP1's situation, he indicated that:

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

HoD1 "... *We work as team. We divide the work among ourselves as school management team and we hold SMT meetings together to draw team management strategies.*"

HoD3 claims that the sharing of ideas and workload are strong advantages of team management.

DP2 perceives team management as dividing the work equally among SMT members, sharing ideas:

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

One HoD perceives team management as time consuming. HoD5 argues:

> "Things are not done quickly enough because of the process of consultation and talking because sometimes it does take time to actually come to one opinion about something or to an acceptable opinion as team members and those things that need urgent attention sometimes don't get it."

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

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

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

However, Ndebele (2007:8) reminds us that team management is "not only what we put together on paper but what must be implemented to monitor effective teamwork. In line with this thinking, we work from the premise that teamwork exists widely within schools and emerges from different individuals and groups of people at different times as they go about their work. Spillane (2006:63) usefully refers to this as the "leader-plus perspective" where the work of all individuals that has a hand in the practice of teamwork is acknowledged and valued.

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

In this research, SMT members have shown that they are not using their aptitudes and positions in an isolated way; they are always taking other team members' aptitudes and positions into account. Furthermore, research also validates that a

team comprises a group of people with a common purpose which work together physically or virtually in order to perform a clear task (Spillane, 2006:63). Teamwork consists of a "collection of individuals who are interdependent in their tasks, who share responsibility for outcomes, who see themselves and who are seen by others as an intact social entity embedded in one or more larger social systems, and who manage their relationship across organisational boundaries (Cohen & Bailey, 2007:239). As a result, this present study also confirms that working in teams encourages support from your fellow team members, and that the team support you will get is in terms of positive criticism, advice, correction, encouragement and different ideas.

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

5.2.2 Leadership strategies employed by SMTs in managing teamwork

The HoD's, as SMT members directly involved with management, should ensure that they not only put leadership strategies in place but also ensure that those strategies are employed to manage teamwork...

In DP2 situation:

> *"...I am not enjoying strategies I put in place in managing teamwork as a deputy. I usually prefer democratic style of leadership and occasionally as required am autocratic in as far as team management is concerned... You do not work freely; sometimes you say things to the educators and educators do not see it your way. Sometimes educators do not like to take your opinion, if it is not from their HoD and they will say you are interfering; we have our own*

HoD. The only people that they recognise are the HoDs. They are given more powers in implementing their strategies than deputy principals".

One deputy principal complained that,

"As deputies we are sometimes frustrated because when HoDs don't comply and implement what is required of them, we tend to go straight to educators and that's where we hit the rock because educators work more closely with their HoDs than deputies; so we always ensure that we have same leadership strategies so that we accomplish the same goal."

5.2.3 Impact the absence of strategies has on quality of teaching and learning

According to HoD3, the absence of leadership strategies will impact negatively to the quality of teaching and learning because:

"...educators who don't share same strategies as far as teaching is concerned will impact negatively to their quality of teaching and learning…" Educators *must plan together and strategize together to accomplish same goals..."*

HoD5 remarked that:

"...If educators are using same strategies, the advantage will be that teaching and learning will not be affected just because an educator is absent or on leave; the other educator sharing the same learning area will assist learners without any difficulty..."

DP3 acknowledges that sometimes there are *"personal issues (within educators) that made them not to work together harmoniously, and that negatively affect the quality of teaching and learning.* To add, HoD4 claims that *"as heads of department, we hold learning area meetings where we encourage and give support to educators to work together as team to enhance the quality of teaching and learning".*

HoD2 explains the situation as follows:

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

Interesting findings also emerged, where HoDs worked collaboratively to develop new curriculum methods, planning jointly as well as preparing for class visits to monitor the quality of teaching and learning. HoD4 explains that:

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

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

> *"...Educators together set goals for a phase, design work schedule together, prepare individual lesson plans, teach learners and evaluate the results together..."*

According to her, through team teaching, educators get opportunity of arguing with one another, and perhaps even challenge each other to decide which approach is better. In case of DP5,

> "*New educators may be paired with veteran educators. Innovations are encouraged, and modifications in class size, location, and time are permitted. Different personalities, voices, values, and approach sparks interest, keep attention, and prevent boredom*".

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

Among others, the principals and the deputies emphasised working as a team, educators' model respect for differences, interdependence and conflict resolution skills as some of the pedagogical practices to be employed in teaching. They together set the goals of the phase and content, select common materials such as textbooks, and develop tests and final examinations for all learners. Moreover,

teachers set the sequence of the topics and supplementary materials. Most importantly, they also give their own interpretations of the materials and use their own teaching styles. The greater the agreement on common objectives and interest, the more likely that teaching will be interdependent and coordinated.

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

A reasonable number of principals also stressed that teamwork improves the quality of teaching as various educators approach the same topic from different angles, namely; theory and practice, past and present, different genders or ethnic backgrounds. Accordingly, educators' strengths are combined and weaknesses are remedied. Struggling educators can be observed, critiqued, and improved by the other team members in a non-threatening supportive context. The evaluation done by the team of educators will be more insightful and balanced than the introspection and self-evaluation of an individual educator (Wallace, 2009:153).

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

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

5.2.4 School performance

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

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

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

In HoD4's situation from S4 which was also classified as performing school indicated:

> *"...We don't focus on Grade 12 results only. As SMT we also draw strategic plan for improving the results of lower grades. One of the strategies is rotation, where educator has to continue with his group of learners until Grade 12, so that when the results are poor, he does not point finger to somebody for not laying the good foundation..."*

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

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

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

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

> *"...As SMT members we tend to focus our efforts on ensuring that we comply with departmental rules and regulations and the bureaucratic administrative*

demands of district officials rather than on addressing the needs of our learners, which I think is the reason why our school results has [have] dropped in the last two years...”

Another DP3 from another underperforming school indicated that:

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

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

“...Principals provide their educators with a year plan setting out all dates and deadlines for the year prior to the start of the school year. Subjects/phase heads provide members of their subjects/phases teams with detailed work schedule for each grade for the year...”

It was clear that school performance also improves if monitoring is done on regular basis as HoD5 said:

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

According to HOD5, educators in their school keep detailed record of the attendance, marks and homework completion of individual learners. Furthermore, learner attendance and late-coming is also recorded and monitored on a regular basis to enhance the school performance. As part of encouragement, the respondents feel that the leader needs to come up with challenging activities. In doing so to Sergionvanni (2008:169), the leader needs to “... turn problems into solutions and implement them”. Such activities are most desirable in an underperforming SMT. As a matter of fact, it happens that SMTs do not perform as expected; this is perhaps due to the fact that they might be bored with executing same duties every day. That is, they do not find the routine work challenging. As a result, they rest on their laurels and no progress is made. Sergiovanni (2008:169)

further argues that leaders need to "... use their positions to recognise and reward accomplishment of both staff and students". Accordingly, school principals are expected to publicly acknowledge work done by educators (even if it is not a big achievement) through staff meetings and assemblies.

This is likely to boost the morale of educators because they might feel that their contributions to the school are appreciated and subsequently strive to do more. Another important task the principal is not to forget is to get educators to learn in the school setting. As Fullan (2007:98) asserts, "Individually and together, principals have a responsibility to upgrade the learning opportunities of all educators in the system". If that learning environment is created, educators might be empowered. It emerged from the respondents that there are different factors affecting the performance of the school, including the size of SMT members, background and culture of the school, proper communication among SMT members, and others. They believe that for schools where SMT members have prior mutual collaboration and work experience, a different set of communications, such as holding meetings regularly always perform well. Similarly, Yeganeh and Su (2007:336) also explain that the culture of teamwork among the team members plays an important role in the success or failure of a school.

5.2.5 Challenges of employing leadership strategies

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

P3 highlights personal clashes that might arise:

> *"Where people are involved there will always be difference of opinions and other personality clashes…there might be problems emanating from staff to other staff… there might be personal clashes which cannot be accommodated properly; there might be different agendas".*

P2 sees *"policies of the department"* as threats to team management because they have to make sure that *"…whatever decision we take it is not contrary to any of the*

policies of the department." Similarly, compliance with policy also emerges as an issue for P3 who claims that *"…to manage the school on a daily basis or based on the departmental policy …"* is a challenge team management is facing.

Principals are also aware that not all team members are equally strong and reliable. P1 stresses that relying on other team members may mean that "*you might not meet certain due dates and the major thing is to meet due dates by the department."* P4 feels that some teachers are lazy and states that*: "you get teachers that [sic] would want to do the basic minimum, saying that's where my job description ends and you get teachers who are negative"*, which obviously threatens to derail team building endeavours.

According to P3:

> *"Working in teams you rely on the weakest person"* and you find that *"… not every HoD is pulling his or her weight."*

This may lead to some members being overloaded, as P5 explains:

> *"I do a lot of things myself because they are overloaded…experience tells me when they are overloaded."*

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

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

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

Some principals find it difficult to always trust team members. According to P1:

> *"If you were doing things yourself, you would overwork yourself to ensure that due dates are met..."*

Honestly, P5 believes that teamwork is difficult for the leader because *"the job may not be done the way you would like it; you may not get that personal satisfaction."*

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

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

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

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

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

According to P4:

> *"Maybe you would like to do something today but now remember you have to consult with the team – you have to call the team together and discuss. Based on the time factor again sometimes it is not easy to agree on something it takes hours and hours to debate and to… (I won't say argue) but to debate*

this thing, you go back and say let us go back again and come back in two or three days' time…"

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

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

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

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

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

To HoD1 the major threat is *"…absenteeism…by both teachers and learners."*

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

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

P2 agrees:

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

Another factor that emerges as a threat to team management is the need to have constant meetings. Some respondents feel that with meetings *"…many people got involved with small issues…"* (HoD4).

To HoD2:

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

The time factor has also been highlighted by both the principals and other members as threatening to team management. In addition, P2 feels that in teamwork *"…there is a fair amount of wasted time because at times it takes longer"* and DP2 opines that teamwork *"delays you because what you want could not be wanted by others…"*

A significant number of respondents felt teamwork is time consuming. This is similar to Yulk's (2006:139) assertion that, "If you want it done right do it yourself" is an old expression that is still popular with some people". Selfishly, some respondents would want to do the job themselves not because they do not trust the team or they do not have confidence in them, but to fulfil their own personal visions about the job. However, this is contrary to departmental prerequisite:

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

The department here emphasises the acknowledgement and recognition of SMT and teamwork. Principals need not take everything upon them and administer them; they should share the work with the SMT. However, not all the principals are comfortable with that arrangement though. Yulk (2006:140) also suggests that there are two

reasons for the reluctance of managers to delegate work, namely; "insecurity and perfection".

This research has found that participants do not always think that it is advisable to work as a team. Sometimes the job that needs to be done will dictate the manpower required. For example, one needs not summon the whole SMT to decide how to undertake his or her teaching obligations. Or it will be ineffective to wait for the SMT meeting to decide whether to call an ambulance for the learner who has sprained his ankle during break time. It is evident that in both cases that there is no need for teamwork and the decider is at liberty to make his or her own decisions. These kinds of "unilateral" decisions should not be confused with authoritarianism because the school manager will be using his or her own discretion. It is possible to argue that the manager needs to be able to use his or her discretion in making decisions because of the lack of clarity in the manager's job descriptions.

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

It is a fact that when teachers are promoted to senior posts, they did not train as managers but as teachers. For that reason, the bureaucratic style of management used during the apartheid period suited them well, because they just implement and administer what comes from above without questioning it. As a result, it is this

complacency and acquiescence that renders the SMT dysfunctional because they are the one who are directly involved in a school level and they know the needs of the school community better. On the other hand, the department might want to implement programmes that seem effective, but are practically not applicable.

5.2.6 Knowledge and skills employing leadership strategies on team management

The general feeling of SMT on knowledge and skills needed to employ leadership strategies in managing teamwork was that, it is important that one is knowledgeable and has expertise in his/her job in order to perform the work efficiently and effectively. It emerged in the interview with SMT members that they use expertise of some of their members including educators to coordinate some of management activities.

P2 from S2 commented that:

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

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

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

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

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

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

To HoD6, managing teamwork is strengthened by members *"...understanding each other, communicating with each other and having that drive to succeed and to make sure that you make a difference..."*

HoD4 believes that SMT members need to:

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

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

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

It also emerged from HoD5 that goal setting and performance management is required by any effective team.

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

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

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

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

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

> *"...I'm working with my governing council especially the executive members almost on a daily basis; I don't wait for meetings..."*

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

What the study revealed is that teamwork also requires the exercise of certain capabilities, such as giving and receiving feedback, being adaptable and managing time well. This is true as some SMT members I interviewed pointed out that they use educators with certain expertise to coordinate or lead certain teams. This finding resonates with Cardona and Wilkinson's (2008:17) study which confirms that team members must adopt certain inner attitudes in order to make the most of their capabilities.

Listening, collaboration and optimism are essential ingredients of the effective teamwork. Respondents also emphasised that prior experience and acquired knowledge are needed to build an effective team. In fact, some educators are brought into the team because they are experts in a particular field, because of the experience or training they have. Central to this study is the assumption that the starting point for true teamwork should be the crafting of a school vision. School vision is the fundamental aspect of strategic management and is at the top of the school transformational model (see DoE 2000c:9). Vision crafting is a "process, beginning with an event, which brings together every stakeholder in the school

community". In addition, Mostafa et al., (2010:109) explicate that team leader (coordinator) selection is not only based on competencies and qualifications. Normally, the team leader in dynamic and mature organizations is merely selected by a decision from top management. Preferably, the team leader should have the following skills apart from managerial skills, namely; initiation, mentoring, trusting his/her team members and closing.

SMT members as team leaders should have acquaintance with problem-solving skills and results-oriented approach. They should be selected according to their competencies and merits. Dehghanan (2006:117) considers merit-based management as a coherent and harmonic approach to managing educators in the school in the long-term. SMT should regularly hold meetings to listen to educators and their concerns, and to keep the staff updated about the work progress. However, the meetings should be planned that only the key responsible and related persons attend the meeting. Otherwise, it is a waste of time for others who are not familiar with or related to the issues to attend such a meeting. Conflict management skill is also needed to calm everyone down in a meeting and find a logical solution for many of such conflicts.

5.2.7 Benefits of leadership strategies

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

Respondents feel that working in teams is likely to bring about cooperation. On that score, P4 from S4 says:

> "*I've realized that you cannot do everything on your own, you need people to assist, to cooperate and to help*".

DP2 from S2 cited the following example of team benefits:

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

Another HoD6 from S6 attributes academic improvement as a direct spin-off of teamwork. She states that:

"Results - our results have improved since the SMT has taken full charge for the past two years...in 2009 it was 63% and last year it was 83.9%; it was an increase of 20.9%, that to me is a most significant achievement and that starts with teamwork. It starts with good administration".

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

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

SMT members highlighted that relationships are important because they help them to communicate better with one another, and friendship contribute to job satisfaction. The school support system will be stronger too because they will feel more comfortable relying on each other. Consequently, educators will also develop a better sense of responsibility when they are part of the team because team members depend on each other for success. Furthermore, Tyala (2004:64) also stressed that when people work together; opportunities for team building are usually created, but not necessarily utilized. This was confirmed in one of the interviews with P4 from S4 when he said:

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

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

5.2.8 Managing teamwork

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

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

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

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

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

Another HoD6 from S6 indicated that:

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

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

P1 from S1 asserts that:

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

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

The research also revealed that SMT members emphasised giving and receiving feedback as strategy they use to monitor teamwork. To give educators feedback is to give them information about their team performance and their achievements. Though, they highlighted that is a necessity in teamwork; yet it is not always handled properly. It emerged from one principal that when giving feedback, some members tend to be carried away by immediate feelings and emotions, which colours their judgement, making feedback less objective. When giving feedback, we find it difficult to say exactly what is wrong and in what way the actual results fall short of expectations. If feedback is positive, we tend to be very sparing in our praise; perhaps out of misplaced modesty or perhaps out of laziness, or because we underrate the person who has done a good job. It also emerged from the SMT members that sometimes when monitoring performance and try to give guidance as some members tend to take criticism personally and refuse to accept it as an aid to personal growth.

5.2.9 Support and guidelines needed to implement leadership strategies

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

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

DP4 argues that:

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

According to P2:

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

According to HoD2, human relations are very important and form the basis of empowerment. In her words:

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

This research also confirms that working in teams encourages support from your fellow team members, and that the team support you will get is in terms of positive criticism, advice, correction, encouragement and different ideas. Providing support is a central feature of Hersey and Blanchard's situational leadership model (Hoy & Miskel, 2006:292). They opine that new team members need to be constantly supported and follow a scaffolding process until they are confident enough to proceed with their duties. Support emerges as a key ingredient of teamwork in the literature.

For example, Scott and Walker (2006: 50) argue that "without the right form of support, team working can be a little more than a token of democracy, and if schools are to optimise their use of teams, they must face up to some of the inconsistencies evident in their structures, system and processes". Moreover, Nias *et al.*, (in Fullan, 2007:64) argue that when such support [is] available, individuals feel encouraged to take risks, to do something they had perhaps never done before, knowing that

whether success or failure followed, they would be able to share the results with their colleagues. In schools, SMTs need to be constantly supported by all the stakeholders involved so that they can carry out their duties confidently.

The Department of Basic Education should of course be the primary source of support for the SMT because SMT members are not trained for the managerial positions they occupy when they assume duties. The respondents revealed that the SMT need to undergo formal training once appointed, and there should be on-going development of SMT members. These training workshops will update them in the developments in the field and equip them accordingly. They envisage training as very important because they suspect a lack of competency in vital managerial functions by the SMT.

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

5.3 Questionnaire analysis

The following descriptive statistical data analysis was used to analyse data from 87 questionnaires returned out of 100 distributed. Tables, pies charts and bar graphs are used to present the analysed data. The questionnaires consisted of four sections; Section A: the biographical information of the respondents, Section B: the knowledge and attitudes to leadership strategies, Section C: leadership strategies skills and Section D: the general questions.

Biographical information

5.3.1 Table showing gender

Sex	N	%
Male	48	55.2
Female	39	44.8
Total	87	100

The table above illustrate gender distribution and suggets that there were more males (55.2 %) in the SMT than females. This is probabbly based on the recurring gender imbalances in mamagement in the South African schools. This is a sample representation of SMT members in the Tshwane North District, which indicates that most of the respondents in the schools were males. This might be influenced by that in the apartheid era, managers were supposed to be males, but this is gradually changing due to employment equity act.

5.3.2 Table showing age

Age	N	%
20-25	1	1.2
26-30	1	1.2
31-35	19	21.8
36-40	29	33.3
41+	37	42.5
Total	**87**	**100**

Table 5.3.2 shows age distribution. Statistics clearly reveal that the majority of SMT members are in the prime careers which is 41+ years (42, 5%) and older. These are SMT members with very few years to serve before they retire. In contrast, some range between 36 - 40 years, comprise 33, 3% of the total sample; they have a number of years to serve before retirement.

5.3.3 Table showing post level of respondents

Post level	N	%
HOD	50	57.5
Deputy Principal	23	26.4
Principal	14	16.1
Total	**87**	**100**

Table 5.3.3 illustrates post level's distribution. Of the respondents, there were more HoDs than deputy principals and principals. HoDs comprise 57.5% of the respondents. That is true as in all schools situation there are different departments for various subjects whereas all schools either has one or two deputy principals depending on the enrolment and only one principal. That is why the number of HoDs will always outnumber principals and deputies.

5.3.4 Table showing highest professional qualification

Professional Qualifications	N	%
3 year diploma	2	2.3
Degree/NHD/HED	43	49.4
Honours Degree	34	39.1
Masters	8	9.2
Total	**87**	**100**

Table 5.3.4 shows professional qualifications distribution. The table indicates that no SMT member from the participants holds a Doctoral degree. Most of the SMT members 49.4% have a 4-year degree. As managers , the Department of Education must encourage SMT members to enrol for a Master's degree in Education Management to develop their management skills.

5.3.5 Table showing management experience

Management Experience	N	%
0-5	15	17.2
6-10	35	40.2
11-15	24	27.6
16-20	5	5.8
20+	8	9.2
Total	**87**	**100**

Table 5.3.5 illustrates management experience of the respondents in the current post. The majority of respondents (40.2%) have 6-10 years' experience in management. Of the population 27, 6% of the respondents had 11-15 years which also confirms that at least they have more management experience of leadership strategies. Only 5, 8% of the respondents had management experience ranging from 16- 20 years and those with experience of 20+years were only 9, 2%.

5.3.6 Table showing number of workshops/trainings attended in teamwork

No of workshops attended	N	%
0	15	17.2
1	23	26.4
2	30	34.5
3	16	18.4
4+	3	3.5
Total	**87**	**100**

Table 5.3.6 demonstrates a number of workshop/tarining attended by respondents on leadership strategies. Interstingly, 17.24% of SMT members had never attended workshop or training on leadership strategies, and only 26.4% had attended only one training or workshop on leadership strategies. This is very alarming and calls for the Department of Basic Education to make sure that more workshops are arranged on leardership strategies. These results also corroborate interviews findings where newly appointed SMT members are not attending workshops and have no proper induction programme.

5.3.7 Table showing language used in team meeting sessions

Language used in team meetings	N	%
English	87	100
Total	**87**	**100**

Table 5.3.7 displays distribution of language used in leadership strategies meeting sessions. An overwhelming 100% of SMT members used English as language of communication in their SMT meetings. This is true as in most schools English is the language of learning and teaching and therefore is also used as medium of communication except in Afrikaans speaking schools.

5.3.8 Table showing school locality

School locality	N	%
Suburb	2	2.3
Township	85	85
Total	**87**	**100**

Table 5.3.8 shows locality distribution. The results of that study indicates that most of the sampled schools (96.6%) are from the township schools and very few only 1.2% were from suburb, semi- suburb and village.

Table 5.3.9 Benefits of leadership

BENEFITS OF LEADERSHIP			
SMT has good perception on leadership strategies	Agree	26	29.9
	Disagree	61	70.1
	Total	**87**	**100.0**
I know the benefits of leadership strategies in my school	Agree	31	35.6
	Disagree	56	64.4
	Total	**87**	**100.0**
The quality of teaching is enhanced through teamwork	Agree	45	51.7
	Disagree	42	42.3
	Total	**87**	**100.0**
Participative leadership is promoted through teamwork	Agree	43	49.4
	Disagree	44	50.6
	Total	**87**	**100.0**
Decision making power is increased through teamwork	Agree	39	44.8
	Disagree	48	55.2
	Total	**87**	**100.0**

The table above illustrates the benefits of leadership. It is interesting to note that a significant majority of respondents (70%) has good perception on leadership strategies. This result differs with the second statement that majority (65%) of SMT members do not know the benefits of leadership strategies in their schools. This is really alarming as it shows that most SMT members might not know which strategies to put to place to manage teamwork. The minority (42%) as compared to only 51% of respondents disagree that quality of teaching is enhanced through teamwork. It is also very alarming when (50%) of respondents that total to half of the respondents disagree that participative leadership is promoted through teamwork. Only minority of respondents (44%) agree that decision making power is increased through

teamwork. These results are too alarming as they show that there are still SMT members who do not know that leadership in school has significant benefits.

Table 5.3.10 Leadership Strategies

LEADERSHIP STRATEGIES			
Team teaching promotes quality of teaching	Agree	47	54.0
	Disagree	40	46.0
	Total	**87**	**100.0**
Team members take joint responsibility in teaching	Agree	42	48.3
	Disagree	45	51.7
	Total	**87**	**100.0**
Team teaching promotes effective communication	Agree	47	54.0
	Disagree	40	46.0
	Total	**87**	**100.0**
Team members share the credit for team achievement	Agree	45	51.7
	Disagree	42	48.3
	Total	**87**	**100.0**
Entire school performance improves through teamwork	Agree	50	57.5
	Disagree	37	42.5
	Total	**87**	**100.0**

Majority of respondents (54%) agree that team teaching is one of the strategies that may promote quality of teaching as compared to minority (46%) that disagree. As a researcher, it becomes very disturbing to realise that educators in some schools function in isolation. This might be the results of some schools underperforming as their educators do not share the good practices with the performing schools. On the contrary, majority of respondents (51%) disagree that team members must take joint responsibility in teaching. This strategy might work as every educator or SMT member will have to take responsibility if team does not yield the outcomes that were expected. It is also good to know that majority of respondents agree that team teaching promotes effective communication. For the school to succeed, communication needs to be effective. SMT members need to conduct meetings regularly among themselves and also meet with staff members to make follow-up on whether the goals set are attainable and achievable, if not strategies need to change. Once the team performs at the expected level, all team members will then share credit for their achievements, and this is confirmed by majority of respondents (51%) agreeing, leading the entire school to improve on performance.

Table 5.3.11 Managing Teamwork

MANAGING TEAMWORK			
SMT members need to monitor teamwork.	Agree	47	54.0
	Disagree	40	46.0
	Total	**87**	**100.0**
Systems need to be in place to manage teamwork.	Agree	47	54.0
	Disagree	40	46.0
	Total	**87**	**100.0**
SMT must get regular feedback on team performance.	Agree	52	59.8
	Disagree	35	40.2
	Total	**87**	**100.0**
Strategies of monitoring teamwork should be clear.	Agree	50	57.5
	Disagree	37	42.5
	Total	**87**	**100.0**
SMT should be clear about goal expectations.	Agree	49	56.3
	Disagree	38	43.7
	Total	**87**	**100.0**

Teamwork would not be a success if not monitored. Majority of SMT members (54%) agree that they need to monitor it. They also agree that systems must be in place to manage it. Systems such as management plan in place indicate that all plan of action and who is responsible for the action palm and by when must that plan be implemented. Systems that monitor progress of outcomes or goals so that follow ups are done. The table also illustrates that majority (59%) of respondents agree that SMT members must get regular feedback on team performance. For team members to perform exceptionally, strategies for monitoring teamwork should be clear. This is confirmed as (57%) of respondents agreed. Lastly, only minority of respondents (43%) disagree that SMT members should be clear about their goal expectations.

Table 5.3.12 Monitoring Team Performance

MONITORING TEAM PERFORMANCE			
Monitors teams are effective teams.	Agree	46	52.9
	Disagree	41	47.1
	Total	**87**	**100.0**
I hate checking teams.	Agree	6	6.9
	Disagree	81	93.1
	Total	**87**	**100.0**
Follow-up of progress on actions decided upon is essential.	Agree	24	27.6
	Disagree	63	72.4
	Total	**87**	**100.0**
Team leaders need to monitor effective use of time.	Agree	31	35.6
	Disagree	56	64.4
	Total	**87**	**100.0**
Missed deadlines are an indication of poor monitoring techniques	Agree	9	10.3
	Disagree	78	89.7
	Total	**87**	**100.0**

As far as monitoring team performance is concerned, majority (52%) of respondents agree that monitored teams are effective teams, compared to minority (47%) that disagree. A very significant majority (93%) of respondents don't hate to be regularly checked as a team. This is really pleasing as regular checking of teams will make possible for challenges experienced by the team to be identified and addressed. Making follow-up on team's progress is another strategy to manage teamwork and is so disappointing to find out that significant majority of respondents (72%) does not agree with the strategy. Time management is also one strategy that team members need to have. The outcomes or the goals set by SMT members must be achievable within certain stipulated time, but the results of the study contradict with this strategy as majority of respondents (64%) disagreed. More need to be done as far as team monitoring is concerned as vast majority of respondent (89%) disagree that missed deadlines are an indication of poor monitoring technique. This might be the reason why most of teamwork is ineffective due to poor monitoring systems in place.

Table 5.3.13 Team Building

TEAM BUILDING			
Regular team meetings hinder team building.	Agree	2	2.3
	Disagree	85	97.7
	Total	**87**	**100.0**
Overbearing personalities stunt the spirit of team building.	Agree	8	9.2
	Disagree	79	90.8
	Total	**87**	**100.0**
Passion builds teams.	Agree	50	57.5
	Disagree	37	42.5
	Total	**87**	**100.0**
An essential ingredient to team building is a common goal.	Agree	51	58.6
	Disagree	36	41.4
	Total	**87**	**100.0**
Attempts at team building are a waste of time.	Agree	22	25.3
	Disagree	65	74.7
	Total	**87**	**100.0**

Vast majority of respondents (97%) disagree that regular team meetings hinder team building. These results are overwhelming as that indicate that SMT members meet regularly to discuss team goals. Teams are made of different people with different personalities. The results of the study show that significant majority of respondents (90%) disagree that overbearing personalities stunt the spirit of the team building. In addition, team members have to know and accept each other's personal behaviour, though they must not let their personalities hinders team performance. Another strategy of building effective teams is passion. Majority of respondents (57%) agree that passion builds teams. A team with common goal that is attainable and achievable will succeed. This is true as (58%) of the respondents agree with the statement. SMT members that have common goal and working towards achieving it always wins. Lastly, on team building is that vast majority of respondents (74%) disagree that attempts at team building is a waste of time. That's pleasing as it shows that even if team fails SMT will always attempt to build it again until is effective.

Table 5.3.14 Achievements of Team Goals

ACHIEVEMTNS OF TEAM GOALS			
Team goals should be measurable	Agree	51	58.6
	Disagree	36	41.4
	Total	**87**	**100.0**
Team goals should be achievable and realistic	Agree	53	60.9
	Disagree	34	39.1
	Total	**87**	**100.0**
Due date should be set for the attainment of gaols	Agree	52	59.8
	Disagree	35	40.2
	Total	**87**	**100.0**
Be clear about goal expectations	Agree	54	62.1
	Disagree	33	37.9
	Total	**87**	**100.0**
The SMT must have clear vision directing its actions	Agree	54	62.1
	Disagree	33	37.9
	Total	**87**	**100.0**

Effective teams have measurable goals. This is confirmed by the respondents as majority of them (58%) agree that team goals should be measurable. Significant majority of respondents (60%) also agree that besides being measurable, team goals should also be achievable and realistic. SMT members should avoid setting goals that are beyond their expectations and not realistic. They should always focus on the needs of the school so that the set goals can address them. They must ensure that whatever goals they set is achievable by all team members. Due dates should also be set for the attainable of goals. This is true as the results of the study indicate that majority of respondents (59%) agreeing with the strategy. The due date set needs to be taken into consideration by all team members and follow-up need to be done regularly to check if the team will meet the due date. Minority of respondents (37%) disagree that SMT members should be clear about goal expectation. Another minority (37%) of SMT members disagree that they must have clear vision directing its actions. This is really alarming as it indicates that there are still SMT members that manage teams without clear goals and vision.

Table 5.3.15 Team Motivation

TEAM MOTIVATION			
Feedback on progress acts as motivator.	Agree	47	54.0
	Disagree	40	46.0
	Total	**87**	**100.0**
Good team performance should be appreciated.	Agree	49	56.3
	Disagree	38	43.7
	Total	**87**	**100.0**
Members are motivated if set goals are attained.	Agree	55	63.2
	Disagree	32	36.8
	Total	**87**	**100.0**
Task performed by the team should address set goals.	Agree	55	63.2
	Disagree	32	36.8
	Total	**87**	**100.0**
Being seen to be fair can build team spirit.	Agree	55	63.2
	Disagree	32	36.8
	Total	**87**	**100.0**

Team members always need to stay motivated. Team that is motivated will always be effective. The results of the study indicates that majority of respondents (54%) agree that feedback on progress acts as a motivator. Good team performance should always be appreciated. This might be done in the form of awards and even token of appreciation. Significant majority of respondents (63%) agree that members are motivated if set goals are attained. Another majority of respondents (63%) also agree that task performed by the team should address set goals. Being seen to be fair can build team spirit. This is confirmed by the results of the study as majority of respondents (63%) indicated that they agree with the statement.

Section C

Table 5.3.16 Leadership skills

Variable		N	%
Realising the benefit of leadership in your school	Agree	12	13.8
	Disagree	75	86.2
	Total	**87**	**100.0**
Promoting professional through leadership strategies	Agree	13	14.9
	Disagree	74	85.1
	Total	87	100.0
Promoting participative leadership	Agree	**17**	**19.5**
	Disagree	70	80.5
	Total	87	100.0
Creating effective teams	Agree	22	25.3
	Disagree	**65**	**74.7**
	Total	87	100.0

Attaining goals set out by work teams	Agree	23	26.4
	Disagree	64	73.6
	Total	**87**	**100.0**
Identifying the right leader for a team	Agree	24	27.6
	Disagree	63	72.4
	Total	**87**	**100.0**
Team building	Agree	33	37.9
	Disagree	54	62.1
	Total	**87**	**100.0**
Celebrating success	Agree	32	36.8
	Disagree	55	63.2
	Total	**87**	**100.0**
Motivating teams	Agree	30	34.5
	Disagree	57	65.5
	Total	87	100.0
Monitoring team performance	Agree	30	34.5
	Disagree	57	65.5
	Total	**87**	**100.0**

The vast significant majority of respondents (86%) agree that they realize the benefit of leadership in their schools, while only minority of respondents (13%) agrees that they don't know the benefits of leadership in their school. This minority group can be addressed as might be the results of new SMT members with less management experience. Another vast majority of respondents (85%) agree that leadership strategies can also be promoted by been professional. Being professional means respecting each team member, been honest to every team member, been consistent to all team members and respecting views and opinions of other team members. A significant majority of respondents (80%) agree that leadership skill also involves promoting participative leadership. SMT members must adopt participative leadership skill that allows all team members to freely participate in team activities.

Creative effective teams are winning teams. Majority of respondents (74%) agree that team members must have creative skills. The results of the study also indicate that majority of respondents agree that leadership skills also include attainment of set goals set, identifying the right leader for team, been able to build a team, celebrating team success and motivating and monitoring team performance.

Open-ended questions

The questionnaire also consisted of open-ended questions which were also analysed. Most of the respondents indicated that lack of regular meetings to discuss leadership strategies is still a challenge. In some schools, no morning briefings and staff meetings were strategies are discussed is not conducted. It is assumed that in some of the SMT members still don't function as a team. Decisions are not jointly taken and the principal is still owning the school.Some SMT members complained that they do lot of administration work whereby little attention is given to teamwork. Most of SMT members highligted that good strategies are in place but monitoring that those strategies are implemented and effective is still a challenge.The other challenge they highligted is the issue of lack of funds in some schools to conduct internal team building workshops, and also to conduct awards day to celebrate achievements.

On the question of how to address the challenges, most respondents indicated that motivation, workshops and introducing incentives might help improve the situation. They also indicated that during workshops issues such as how to build teamwork, implementing leadership strategies and monitoring them should be discussed.Some of the respondents also metioned the need for conflict management workshop to address some team members on team teaching as some do not even share resources.

5.4. Chapter Summary

Data were analysed and presented in this chapter. Interviews conducted were transcribed and categorised into themes which were first analysed and discussed. SPSS was used to analyse data from the questionnaires. The presentation of findings consisted of detailed discussions from the analysed data. The conclusion and recommendations based on the findings will be presented in Chapter 6.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

The general aim of this research was to investigate the leadership strategies employed by secondary SMTs in managing teamwork in Tshwane North District schools. In Chapter One, I identified my research objectives as follows:

- To investigate the perception of SMTs on team management;
- To investigate strategies in place to manage teamwork;
- To investigate the impact of absence of strategies to manage teamwork have on teaching and learning and the entire school performance; and
- To suggest guidelines could be employed by SMTs in managing teamwork in secondary schools.

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

6.2 Summary of findings

6.2.1 Research question one: What are the perception of SMTs on team management?

Generally, the picture elicited by this study is that the concept of leadership strategies is a positive development. The participants' perception of leadership strategies is generally favourable and they welcome the development. However, many argue that it is essentially nothing new. Their responses indicate several positive attributes of leadership strategies. Furthermore, SMTs have brought the phenomenon of leardership startegies to the fore, and leadership strategies are perceived to have many advantages as far as managing teamwork is cornerned. At the heart of these seem to be the notion of sharing, both of the actual load of team management as well as human resources. Conclusively, principals are strongly of the view that the SMT members need to share everything, especially the responsibilities.

Coupled with this is the idea of support, which the participants feel is very much part of the notion of leadership strategies. To the respondents, SMTs are supposed to

work as a unit in order to manage teamwork. They unequivocally view team spirit as a unifying factor that instils confidence among team members. More importantly, principals need to gurantee implementation of strategies to manage teamwork. In general, the responses confirm some of the views discussed in Chapter 2 regarding the implication of leadership strategies employed by SMT members in managing teamwork in school, which highlighted that teamwork promote joint responsibilities, decision-making power and also promote effective communication   within SMT members. In addition, SMT members also perceived leadership strategies positively as it will help to push the school to achieve the goals within the frame of determined time. It also implies creation of environment for shared responsibility, knowlegde and continous professional and personal development.

6.2.2 Research question two: Which strategies are in place to manage teamwork?

It emerged from the study that some SMT members still lack knowlegde and skill of which strategies they must put in place to manage teamwork. Although some SMT members mentioned strategies such as having management plan on how strategies should be implemented and monitored, some still has a challenge when coming to putting it to practice. Lack of communication skills on the part of SMT members also emerged as a strong threat to managing teamwork. This implicity suggests a weakness in the area of communication and work allocation. Some respondents mentioned common goal as one of the strategies to manage teamwork. The success of any group project is that there must be a clear single goal. It is allleged by SMT members that many teams fail when there are multiple agendas. Teams that succeed are those that have communicated a common purpose and goals.

It was also mentioned by some of the SMT members that clarity of goal is important as far as managing teamwork is concerned. With all communication, clarity is a must. Great communication keeps team members from aborting the core of the project due to lack of understanding of the overall purpose. Frequent communication of the project purpose can be vital in keeping the team on track. Commitment from each team member was also highlighted as another strategy to manage teamwork. For people to function as a productive team, there has to be a commitment from

each member to the team. This can be the fall of many team projects when there is a lack of commitment.

6.2.3 Research question three: How does absence of strategies of managing teamwork impacts on the quality of teaching and laerning?

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

6.2.4 Research question four: What guidelines could be employed by SMTs in managing teamwork in schools?

The study revealed that some SMT members do not rely on the Department of Basic Education or on policies to perform their duties. However, some of them are initiative as far as implementing leadership strategies to manage teamwork in schools. These are some of the guidelines that also emerged from SMTs to manage teamwork in their schools:

Work as a team, play as a team: It was revealed that most SMT members spent time together both in a working and social environment. Successful teams can anticipate what others will do and how they will respond. This can only happen by being together. Any person that is responsible for managing teamwork will factor in

the importance of spending time together both on projects and in non-working events.

Commitment from each team members: It also emerged that for a group of people to function as a productive team, there has to be a commitment from each team member to the team. This can be the fall of many team projects when there is a lack of commitment.

You've got to talk to each other: In some schools, it was revealed that there is communication break down between SMT members. Not only is communication of the teams goal vital, but frequent updates of the task is important. With multiple tools at our fingertips like email, mobile phones,wiki's and project management software, to not communicate is a sure sign of lack of commitment from team members.

It's not about you: The study revealed that in some schools the principal still function in isolation from other SMT members and taking unilateral decisions. However, the hardest attitude to grasp in playing a role on a team is that "it's not about you as an individual." It is not about your resume, what others will think, it is about playing a role to accomplish the goal or task that has been given. The hardest challenge to any principal as a leader is getting SMT members to funtion as a team and place their personal ambitions to the side.

Everyone can't lead: In some of the interviews with SMT members, it was revealed that not all people can lead. Every task must have a project leader. There are many ways to choose a leader. Some principal choose to delegate task by an individual's area of expertise or their ability to communicate and manage projects and people. The ideal situation is to delegate to an individual that is skilled in both areas.

6.3 RECOMMENDATIONS
6.3.1 Recommendation for practice

Although some work has been done on SMT members, I strongly feel that the practice of leadership strategies in managing teamwork needs further attention. In this study, there are a reasonable number of research areas that came to light, but

were outside the scope of this study. I would like to refer future researchers to the following:

Due to the study's confinement to secondary schools in Tshwane North District, it is suggested that the study be extended to other districts of the Gauteng Province to assess whether different findings may be reached regarding the leadership strategies employed by SMT members to manage teamwork in schools.

This study did not focus on the composition of SMT. As a result, it would be of value if a study could be conducted to look at how SMTs are composed and what impact that kind of composition has in terms of its operations as it emerged that in some schools, specifically small school, senior educators also form part of SMT.

Gender equity was also not looked at in this study. It will also be interesting for future researchers to find out whether there is gender balance as far as SMT is concerned. Technology and its impacts on leadership and management of teamwork in schools, focusing more on SMT members with more than 25 years of experience and with little technological knowledge.

6.3.2 Reccommendation to the district

Monitoring and support should be an on-going process to make sure that departmental policies and memoranda are implemented and not gathering dust in the principal's office. The district's role is clearly to provide support, chiefly in the shape of development programmes that develop people in their totality.

District should come up with programmes that develop and expose managers' sense of reliance on each other and team management will go a long way towards addressing needs expressed in this study. The district office should also provide induction programmes for newly appointed SMT members that deal directly with management issues to develop and empower them with management skills.

District officials should do away with fault finding or policing SMT members. Instead they need to focus on practical development of SMT members and give support and guidance as far as policy implementation is concerned.

6.3.3 Recommendations to SMT members

SMT members should take note of the following recommendations:

SMT members should be aware that for the school to perform outstandingly, strategies and systems need to be in place, implemented, monitored and reviewed on regular basis to check if they are yielding required outcomes. SMT should also be aware of the importance of communicating those strategies to all staff members, get members comments and opinion before implementation to avoid staff resistance. Openness is crucial for trust and real teamwork to develop.

SMT members should be aware of the principal's intentions. The SMT should encourage teamwork to acknowlegde the democratic nature of the school and most importantly, to have a broad-base of inputs. In addition, the SMT should accept that empowering staff members is their responsibility, and they should delegate tasks without fear of failure or embarrassment. The notion that one learns through making mistakes need to be embraced.

6.4 Conclusion

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

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APPENDIX A

Interview questions scheduled for SMT members

Individual Interview

1. Knowledge about leadership strategies and teamwork

1.2.   What is your opinion on team management in schools

Probe:

How does leadership strategies to manage teamwork in your school impact on:

-   Quality of teaching and learning

-   School performance

-   Decision-making power

2. Which strategies do you employ to manage teamwork in your school?

3. How do you ensure that teamwork is effective in your school?

4. Which management aspects do you do together as team?

5. What are the few benefits of teamwork in your school context?

6. Which areas of your school need improvement through teamwork?

7. What do you recommend should be done by department to support SMT to build teamwork in schools?

INTERVIEW SCHEDULE FOR SMT MEMBERS

INTERVIEW NO	DATE	TIME	VENUE
Pilot study	1 Sept 2015 2 Sept 2015	15h00 15h00	Interviewees office Interviewees office
1st	8 Sept 2015	14h30	Interviewees office
2nd	8 Sept 2015	15h00	Interviewees office
3rd	8 Sept 2015	15h30	Interviewees office
4th	9 Sept 2015	14h30	Interviewees office
5th	9 Sept 2015	15h00	Interviewees office
6th	9 Sept 2015	15h30	Interviewees office
7th	10 Sept 2015	14h30	Interviewees office
8th	10 Sept 2015	15h00	Interviewees office
9th	10 Sept 2015	15h30	Interviewees

			office
10th	11 Sept 2015	14h30	Interviewees office
11th	11 Sept 2015	15h00	Interviewees office
12th	11 Sept 2015	15h30	Interviewees office
13th	14 Sept 2015	14h30	Interviewees office
14th	14 Sept 2015	15h00	Interviewees office
15th	14 Sept 2015	15h30	Interviewees office
16th	15 Sept 2015	14h30	Interviewees office
17th	15 Sept 2015	15h00	Interviewees office
18th	15 Sept 2015	15h30	Interviewees office

APPENDIX B

QUESTIONNAIRE FOR SMT MEMBERS

Questionnaire No _____

School Code _____

Sir/Madam

The aim of the study is to evaluate the Leadership strategies employed by SMT members in managing teamwork in Tshwane North District schools. The results of the study may be used to improve skills and knowledge on how to implement leadership strategies in managing teamwork.

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

Information regarding the completion of questionnaire

1. Please note that data collected through this questionnaire will be maintained as highly confidential.

2. Please use Blue or Black pen to complete the questionnaire.

3. Please answer all questions as fully as possible.

4. In section B and section C of the questionnaire indicate choice by making only ONE of the blocks with an (X).

5. Section D is an open-ended question, and respondent can indicate his own view point.

LEADERSHIP STRATEGIES EMPLOYED BY SMT MEMBERS IN MANAGING TEAMWORK IN TSHWANE NORTH DISTRICT SCHOOLS

SECTION A: BIOGRAPHICAL DATA				
Indicate your response by marking the appropriate box with X				
1.	**Gender**			**For office use**
1.1	Male			V1
1.2	Female			V2
2.	**Age range**			
2.1	20-25			V3
2.2	26-30			V4
2.3	31-35			V5
2.4	36-40			V6
2.5	41+			V7
3.	**Post level**			
3.1	Educator			V8
3.2	HOD			V9
3.3	Deputy principal			V10
3.4	Principal			V11
4.	**Professional Qualifications**			
4.1	3yrs diploma			V12
4.2	4yrs degree/NHD/HED			V13

4.3	Honor's Degree			V14
4.4	Master's Degree			V15
4.5	Doctorate Degree			V16
5.	**Management experience**			
5.1	0-5yrs			V17
5.2	6-10yrs			V18
5.3	11-15yrs			V19
5.4	16-20			V20
5.5	20+			V21
6.	**Number of workshop/training attended in teamwork**			
6.1	0			V22
6.2	1			V23
6.3	2			V24
6.4	3			V25
6.5	4+			V26
7.	**Language used in team meeting sessions**			
7.1	English			V27
7.2	Afrikaans			V28
7.3	IsiNdebele			V29
7.4	Sepedi			V30
7.5	Other			V31
8.	**School locality**			

8.1	Suburb			V32
8.2	Semi-suburb			V33
8.3	Township			V34
8.4	Village			V35
8.5	Farm			V36

SECTION B:KNOWLEGDE AND PERCEPTION OF SMT MEMBERS ON LEADERSHIP STRATEGIES

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

Satisfactory legend:

1- Strongly disagree (SD)

2- Disagree (D)

3- Neutral (N)

4- Agree (A)

5- Strongly agree (SA)

9.	**Benefits of leadership strategies in school**	1	2	3	4	5	
9.1	SMT has good perception on leadership strategies						V37
9.2	I know the benefits of leadership strategies in my school						V38
9.3	The quality of teaching is enhanced through teamwork						V39
9.4	Participative leadership is promoted through						V40

	teamwork						
9.5	Decision making power is increased through teamwork						V41
10.	**Leadership strategies and quality of teaching and learning**						
10. 1	Team teaching promote quality of teaching						V42
10. 2	Team members take joint responsibility in teaching						V43
10. 3	Team teaching promote effective communication						V44
10. 4	Team members share the credit for team achievement						V45
10. 5	Entire school performance improves through teamwork						V46
11.	**Managing teamwork in school context**						
11. 1	SMT members need to monitor teamwork						V47
11. 2	Systems need to be in place to manage teamwork						V48
11. 3	SMT must get regular feedback on team performance						V49
11. 4	Strategies of monitoring teamwork should be clear						V50
11. 5	SMT should be clear about goal expectations						V51

12.	**Monitoring team performance**						
12.1	Monitored teams are effective teams						V52
12.2	I hate checking teams						V53
12.3	Follow-up of progress on actions decided upon is essential						V54
12.4	Team leaders need to monitor effective use of time						V55
12.5	Missed deadlines are an indication of poor monitoring techniques						V56
13.	**Team building**						
13.1	Regular team meetings hinder team building						V57
13.2	Overbearing personalities stunt the spirit of team building						V58
13.3	Passion builds teams						V59
13.4	An essential ingredient to team building is a common goal						V60
13.5	Attempts at team building are a waste of time						V61
14.	**Achievement of team goals**						
14.1	Team goals should be measurable						V62
14.	Team goals should be achievable and realistic						V63

2							
14. 3	Due date should be set for the attainment of goals						V64
14. 4	Be clear about goal expectations						V65
14. 5	The SMT must have clear vision directing its action						V66
15.	**Team motivation**						
15. 1	Feedback on progress acts as motivator						V67
15. 2	Good team performance should be appreciated						V68
15. 3	Members are motivated if set goals are attained						V69
15. 4	Task performed by the team should address set goals						V70
15. 5	Being seen to be fair can build team spirit						V71

SECTION C: LEADERSHIP SKILLSV72

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

Competency legend

1- Very competent

2- Competent

3- Undecided

	4- Not really competent 5- Not competent						
16	Realizing the benefit of leadership strategies in your school						V72
17	Promoting professionalism through leadership strategies						V73
18	Promoting participative leadership						V74
19	Creating effective teams						V75
20	Attaining goals set out by work teams						V76
21	Identifying the right leader for a team						V77
22	Team building						V78
23	Celebrating success						V79
24	Motivating teams						V80
25	Monitoring team performance						V81

SECTION D: GENERAL QUESTIONS

26. What challenges/problems have you experienced in leadership strategies employed in your school in managing teamwork?

27. In your opinion, how would you address challenges and problems experienced in the implementation and management of teamwork in your school?

APPENDIX C 1069 Marina Street

Enquiries: Phalane MM   **Booysens**

Contact: 0823440297   **Pretoria West**

Email:phalanem@gmail.com   **0082**

                                        25 August 2015

Dear respondent

RE: COVERING LETTER FOR A QUESTIONNAIRE

Title of questionnaire: Leadership strategies employed by secondary school management teams in managing teamwork in Tshwane North District schools

This questionnaire forms part of my doctoral entitled: Leadership strategies employed by secondary school management teams in managing teamwork in Tshwane North District schools for the degree of D Ed at the University of South Africa. You have been selected by a random sampling strategy from the population of 30 secondary schools in Tshwane North. Hence, I invite you to take part in this survey.

The aim of this research is to explore leadership strategies employed by SMT in managing teamwork, and how it affects the overall school management and performance. The findings of the study will benefit SMT members by empowering them with knowledge and skills, which will assist them to manage teamwork effectively and equally to maximize the potential benefit for learner's education; and enable the SMT to realize that teamwork is central in the efficient and effective school management.

You are kindly requested to complete this survey questionnaire, comprising four sections as honestly and frankly as possible and according to your personal views and experience. No foreseeable risks are associated with the completion of the questionnaire which is for research purposes only. The questionnaire will take approximately 30 minutes to complete.

You are not required to indicate your name or organisation and your anonymity will be ensured; however, indication of your age, gender, occupation position etcetera will contribute to a more comprehensive analysis. All information obtained from this questionnaire will be used for research purposes only and will remain confidential. Your participation in this survey is voluntary and you have the right to omit any question if so desired, or to withdraw from answering this survey without penalty at any stage. After the completion of the study, an electronic summary of the findings of the research will be made available to you on request.

Permission to undertake this survey has been granted by the Tshwane North District and the Ethics Committee of the College of Education, UNISA. If you have any research-related enquiries, they can be addressed directly to me or my supervisor. My contact details are: 0823440297 e-mail: phalanem@gmail.com and my supervisor can be reached at 012 4294436, Department of Educational studies, College of Education, UNISA, e-mail: pitsovj@unisa.ac.za.

By completing the questionnaire, you imply that you have agreed to participate in this research.

I will collect the questionnaires a day after been issued.

GAUTENG PROVINCE
Department: Education
REPUBLIC OF SOUTH AFRICA

| For administration use: |
| Reference no: D2015/143 |

GDE RESEARCH APPROVAL LETTER

Date	28 August 2015
Validity of Research Approval:	28 August to 9 October 2015
Name of Researcher :	Phalane M.
Address of Researcher:	1069 Marina Street
	Booysens
	Pretoria West
	0082
Telephone Number:	0823440297
Email address:	phalanem@gmail.com
Research Topic:	Leadership strategies employed by secondary school management teams in managing teamwork in Tshwane North District schools
Number and type of schools:	TEN Secondary Schools
District/s/HO	Tshwane North

Re: Approval in Respect of Respect of Request to Conduct Research

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

The following conditions apply to GDE research. The researcher may proceed with the above study subject to the conditions listed below being met. Approval may be withdrawn should any of the conditions listed below be flouted:

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

7. *Research can only commence from the second week of February and must be concluded before the beginning of the last quartet of the academic year. If incomplete, an amended Research Approval letter may be requested to conduct research in the following year.*

8. *Items 6 and 7 will not apply to any research effort being undertaken on behalf of the GDE. Such research will have been commissioned and be paid for by the Gauteng Department of Education.*

9. *It is the researcher's responsibility to obtain written parental consent of all learners that are expected to participate in the study.*

10. *The researcher/s is responsible for supplying his/her own research resources, such as stationery, photocopies, transport, faxes and telephones and should not depend on the goodwill of the institutions and / or the offices fisted for supplying such resource.*

11. *The names of the GDE officials, schools, principals, parents, teachers, and learners that participate in the study may not appear in the research report without the written consent of each of these individuals and / or organisations.*

12. *On completion of the study the researcher/s must supply the Director: Knowledge Management & Research with one Hard Cover bound and an electronic copy of the research.*

13. *The researcher may be expected to provide short presentations on the purpose, findings and recommendations of his/her research to both GDE officials and the school concerned.*

14. *Should the researcher have been involved with research at a school and/or a district/head office level, the Director concerned must also be supplied with a brief summary of the purpose, findings and recommendations of the research study.*

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

Kind regards

Dr David Makhado

Director: Education Research and Knowledge Management

Date---

APPENDIX E

LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH IN TSHWANE NORTH DISTRICT SCHOOLS

29 August 2015

Title: Leadership strategies employed by secondary school management teams in managing teamwork in Tshwane North District schools.

The District Director

Tshwane North District

Department of Education

0825626805 molobis@gauteng .gov.za

Dear Director

I, Phalane M M, I am doing research under the supervision of Prof Pitsoe V.J a professor in the Department of Education Management towards a D Ed degree at the University of South Africa. I'm requesting schools in your district to participate in a study entitled "Leadership strategies employed by secondary school management teams in managing teamwork in Tshwane North District schools."

The aim of the study is to explore leadership strategies employed by SMT in managing teamwork and how it affects the overall school management and performance.

Tshwane district have been selected because I'm currently working in this district therefore will have easy access to sampled schools.

The study will entail semi-structured interviews with three SMT members from each six purposefully sampled schools in your district. Interviews will be conducted after school hours so as to not jeopardise teaching time. One hundred questionnaires will also be distributed to population of 30 secondary schools to be completed by SMT members during lunch time and after school hours. I will provide my own material for the whole study.

The benefits of this study include empowering SMT members with knowledge and skills which will assist them to manage teamwork effectively and equally and to also maximize the potential benefit for learner's education. The study will also enable SMT members to realise that teamwork is central in the efficient and effective school management.

There are no potential risks associated with study.

Feedback procedure will entail providing district with one hard copy an electronic copy of my findings.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at **0823440297** or by e-mail at **phalanem@gmail.com.** My supervisor Professor Pitsoe V.J can also be contacted at **012 429 4436** or by e-mail at pitsovj@unisa.ac.za.

Yours sincerely

Phalane M. Unisa Student Researcher

APPENDIX F

LETTER REQUESTING PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

29 August 2015

Title: Leadership strategies employed by secondary school management teams in managing teamwork in Tshwane North District schools.

The Principal

Dear Sir/Madam

I, Phalane M. M., I'm doing research under the supervision of Prof Pitsoe V.J a professor in the Department of Education Management towards a Doctor of Education degree at the University of South Africa. I'm requesting SMT members in your school to participate in a study entitled "Leadership strategies employed by secondary school management teams in managing teamwork in Tshwane North District schools."

The aim of the study is to explore leadership strategies employed by SMT in managing teamwork and how it affects the overall school management and performance.

The school have been randomly selected from the population of 30 schools in Tshwane North district schools.

The study will entail semi-structured interviews with three SMT members from your school preferably principal, deputy principal and HoD with 3 years and more experience on management. Interviews will be conducted after school hours so as not to jeopardise teaching time. Questionnaires will also be distributed to be completed by SMT members with 3 years and more experience on management during lunch time and after school hours. I will provide my own material for the whole study.

The benefits of this study include empowering SMT members with knowledge and skills which will assist them to manage teamwork effectively and equally. The study will also maximize the potential benefit for learner's education. The study will also enable SMT members to realise that teamwork is central in the efficient and effective school management.

There are no potential risks associated with study.

Feedback procedure will entail inviting participants in a workshop where I will share my findings with them.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at **0823440297** or by e-mail at **phalanem@gmail.com.** My supervisor Professor Pitsoe V.J can also be contacted at **012 429 4436** or by e-mail at pitsovj@unisa.ac.za.

Yours sincerely

Phalane M

Unisa Student Researcher

Enquiries: Phalane MM   **1069 Marina Street**

Contact: 0823440297   **Booysens**

Email: phalanem@gmail.com   **Pretoria West**

                                             0082

                                             25 August 2015

Dear SMT member

Re: LETTER REQUESTING AN SMT MEMBER TO PARTICIPATE IN AN INTERVIEW

This letter is an invitation to consider participating in a study I, **Phalane M.M.** am conducting as part of my research as a doctoral student entitled" **Leadership strategies employed by secondary school management teams in managing teamwork in Tshwane North District schools**" at the University of South Africa. Permission for the study has been given by Department of Education and the Ethics Committee of the College of Education, UNISA. I have purposefully identified you as a possible participant because of your valuable experience and expertise related to my research topic.

I would like to provide you with more information about this project and what your involvement would entail if you should agree to take part. The importance of Leadership strategies in managing teamwork in education is substantial and well documented. In this interview I would like to have your views and opinions on this topic. This information can be used to assist SMT members by empowering them with knowledge and skills, which will assist them to manage teamwork effectively and equally to maximize the potential benefit for learner's education; and enable the SMT to realize that teamwork is central in the efficient and effective school management.

Your participation in this study is voluntary. It will involve an interview of approximately 30 minutes in length to take place in a mutually agreed upon location at a time convenient to you. You may decline to answer any of the interview questions if you so wish. Furthermore, you may decide to withdraw from this study at any time without any negative consequences.

With your kind permission, the interview will be audio-recorded to facilitate collection of accurate information and later transcribed for analysis. Shortly after the transcription has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or to clarify any points. All information you provide is considered completely confidential. Your name will not appear in any publication resulting from this study and any identifying information will be omitted from the report. However, with your permission, anonymous quotations may be used. Data collected during this study will be retained on a password protected computer for 5 years in my locked office. There are no known or anticipated risks to you as a participant in this study.

If you have any questions regarding this study, or would like additional information to assist you in reaching a decision about participation, please contact me at **0823440297** or by e-mail at **phalanem@gmail.com.** My supervisor Professor Pitsoe V.J can also be contacted at **012 429 4436** or by e-mail at pitsovj@unisa.ac.za.

I look forward to speaking with you very much and thank you in advance for your assistance in this project. If you accept my invitation to participate, I will request you to sign the consent form which follows below.

Yours sincerely

………………………

CONSENT FORM

I have read the information presented in the information letter about the study **Leadership strategies employed by secondary school management teams in managing teamwork in Tshwane North District schools**" in education. I have had the opportunity to ask any questions related to this study, to receive satisfactory answers to my questions, and add any additional details I wanted. I am aware that I have the option of allowing my interview to be audio recorded to ensure an accurate recording of my responses. I am also aware that excerpts from the interview may be included in publications to come from this research, with the understanding that the quotations will be anonymous. I was informed that I may withdraw my consent at any time without penalty by advising the researcher. With full knowledge of all foregoing, I agree, of my own free will, to participate in this study.

Participant's Name (Please print):

Participant Signature:

Researcher Name: (Please print

Researcher Signature:

Date: