



**UNIVERSITY OF
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YAKWAZULU-NATALI**

SCHOOL OF EDUCATION

**THE ROLE OF PRINCIPALS IN ESTABLISHMENT AND SUSTENANCE OF
TEAMWORK WITHIN THE SCHOOL: A CASE STUDY OF THREE PRIMARY
SCHOOLS IN KWAMASHU CIRCUIT**

BY

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**A dissertation submitted in partial fulfilment of the requirement for the Masters' degree
in Educational Leadership, Management and Policy in the School of Education
(Edgewood Campus)**

Durban, South Africa

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2022

SUPERVISOR'S STATEMENT

This mini-dissertation is submitted with / ~~without~~ my approval



Dr S.D. Bayeni

OCTOBER 2022

DECLARATION

I, Nonhlanhla Khuluse, declare that:


i) The research entitled *The Role of Principals in Establishment and Sustenance of Teamwork within the school* is my original work.

ii) This dissertation has not been submitted before for any degree or examination at any university.

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v) This dissertation was submitted for the Master's degree in Education at the University of KwaZulu-Natal.

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18 June 2019

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Dear Mrs Khuluse

Protocol reference number: HSS/0291/019M

Project Title: The role of principals in the establishment and sustenance of teamwork within the school:
A case study of three primary schools in KwaMashu Circuit.

Full Approval – Expedited Application

Your application dated 01 April 2019, the Humanities & Social Sciences Research Ethics Committee has considered the above-mentioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment /modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

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I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

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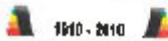
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DEDICATION

This study is dedicated firstly to the Highest God and my Creator, without whom nothing ever takes place. Secondly, to my late grandparents, Mr Enock and Mrs Christina Manqele; to my late daughter, Kuhlekonke Yolanda Khuluse; and to my family: Mr Bheki Khuluse (my husband), Mr Sipho Mncwabe (my father), and Mrs Norah Thabile Mncwabe (my mother), for their constant support and encouragement throughout my journey.

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LIST OF ABBREVIATIONS AND ACRONYMS

CMT	Collegial Management Theory
DL	Distributed Leadership
DLT	Distributed Leadership Theory
SMT	School Management Team
DP	Deputy Principal
DBE	Department of Basic Education
DH	Departmental Head
DoE	Department of Education
SGB	School Governing Body
NEPA	National Education Policy Act
SPTD	Senior Primary Teachers Diploma
JPTD	Junior Primary Teachers Diploma
SASA	South African Schools Act

ABSTRACT

The purpose of the study was to explore the role of principals in the establishment and sustenance of teamwork within their schools. It is hoped that the study will contribute in understanding the challenges the principals experienced in developing teamwork, and how they dealt with those challenges. The study was located in the interpretive paradigm. This paradigm provides understanding of how people make sense of the contexts in which they live and work.

The study used a qualitative research design, and a case study was adopted as the methodology. Semi-structured interviews were used as the main method for data generation. For this study, purposive sampling was chosen. The study was conducted in the public primary schools in the eThekweni region of Pinetown District. The research participants sampled comprised of three principals of which two are males and one female. The key findings indicate that where teamwork exists stakeholders are likely to learn to work with each other, share ideas, and bring about organisational effectiveness.

TABLE OF CONTENTS

DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
LIST OF ABBREVIATIONS AND ACRONYMS	iv
ABSTRACT.....	v

CHAPTER ONE

BACKGROUND AND ORIENTATION TO THE STUDY

1.1 Introduction.....	1
1.2 Background to the problem.....	1-3
1.3 Statement of the problem.....	4
1.4 Purpose and rationale for the study	5
1.5 Significance of the study	6
1.6 Objectives of the study	6-7
1.7 The key research questions.....	7
1.8 Conceptualising key terms.....	7
1.8.1 Teamwork	7
1.8.2 School management.....	8
1.8.3 Leadership.....	8
1.8.4 Shared Leadership.....	9
1.9 Delimitations of the study.....	9
1.10 Outline of the study	9-10
1.11 Chapter summary.....	10

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction.....	12
2.2 School principals' experiences regarding teamwork in schools.....	13
2.3 Managing teamwork.....	15
2.4 Leadership and relationship management.....	16
2.5 Establishing teamwork within the schools	18
2.6 Characteristics of effective teams	19
2.7 The role played by the principal in establishing teamwork.....	20
2.7.1 . Creating clear goals for building teams	21
2.8.1Effective communication.....	23

2.8.2 Trust.....	24
2.8.3 Collaboration	24
2.8.4 Supportive leadership	26
2.8.5 Teacher motivation	28
2.9 Factors that hinder teamwork in schools	28
2.9.1 Time.....	29
2.10 Benefits of sustaining teamwork within the school.....	31
2.11 Sustaining teamwork within the schools	32
2.11.1 Technical skills	34
2.11.2 Conceptual skills.....	34
2.11.3 Interpersonal skills.....	34
2.11.4 Emotional intelligence	35
2.11.5 Social intelligence.....	35
2.12 Theoretical framework.....	35
2.12.1 Distributed leadership theory.....	36-37
2.12.2 Framing the study within distributed leadership theory	37
2.13 Collegial model of management.....	40
2.13.1 Framing the study within the collegial management model.....	41
2.14 Chapter summary	42

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction.....	43
3.2 Research paradigm.....	43
3.3 Research Approach.....	44
3.4 Research Design	45
3.5.1 Selection of participants and research sites	46
3.6 Data generation process.....	47
3.6.1 The interview in School A with the principal (Mr Sodoku).....	48
3.6.2 The interview with principal B (Mr Lee)	48
3.6.3 The interview with principal C (Miss Cebo).....	49
3.7 Data generation methods	49
3.8 Data analysis.....	50
3.9 Issues of trustworthiness.....	51
3.10 Limitations of the study	52
3.11 Ethical considerations.....	53

3.12 Chapter summary	54
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CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction.....	54
4.2 Profiling the research sites and participants	55
4.2.1 School A	55-56
4.2.2 School B	56
4.2.3 School- C	57-58
4.3 Profiling the research participants	58
4.3.1 Mr Sodoku: Principal of School A	58
4.3.2 Mr Lee: Principal of School B.....	59
4.3.3 Miss Cebo: Principal of School C	59
4.4 Themes that emerged from the data analysis.....	60
4.4.1 Positive experiences in establishing and sustaining teamwork	60
4.4.1.2 Synergised actions of stakeholders.....	60-61
4.4.1.3 Communication.....	61-62
4.4.1.4 Trust and openness.....	62-63
4.4.2 School principals' negative experiences in establishing teamwork	63
4.4.2.1 Different personalities that hinder the development of teamwork	64-65
4.5 The involvement of stakeholders in establishing teamwork	65-66
4.6 The role that school principals play in establishing and sustaining teamwork.....	67-68
4.7 Challenges faced by principals in the process of establishing and sustaining teamwork.....	69
4.7.1 Disagreement among team members.....	70
4.8 Mitigating the principals' challenges in establishing and sustaining teamwork	70
4.8.1 Delegation a strategy to mitigate the challenges of establishing teamwork.....	70-71
4.8.2 Communication as a means of alleviating challenges	71
4.8.3 Setting aside time.....	72
4.9 Chapter summary	72

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction.....	73
5.2 Summary of the study	74
5.3 Conclusions and discussions	75
5.3.1 The experiences of school principals in establishing and sustaining teamwork within the school.....	75
5.3.1.1 <i>Collaboration</i>	75
5.3.1.2 <i>Trust</i>	75
5.3.1.3 <i>Communication</i>	75
5.4 Stakeholders involvement in establishing and sustaining teamwork	76
5.5 Challenges faced by the principals in the process of establishing and sustaining teamwork.....	76
5.5.1 Disagreements and conflicts among the team members.....	76
5.6 Mitigating school principals' leadership challenges in establishing teamwork	77
5.7 Recommendations.....	78
5.7.1 Recommendation One	78
5.7.2 Recommendation Two.....	78
5.7.3 Recommendation Three.....	78
5.7.4 Recommendation Four.....	79
5.8 Chapter summary.....	80
REFERENCES	81-101
APPENDIX A.....	102
APPENDIX B.....	105
APPENDIX C.....	107
APPENDIX D.....	109
TURN IT IN REPORT	111

CHAPTER ONE

BACKGROUND AND ORIENTATION TO THE STUDY

1.1 Introduction

This dissertation's study focuses on the **The Role of Principals in Establishment and Sustenance of Teamwork within the School: A Case Study of Three Primary Schools in KwaMashu Circuit**. Teamwork is one of the utmost important concepts in education, particularly; in schools (Katzenback & Smith, 2015). This is the first chapter that provides a background to the study. As a result, this chapter starts by introducing the issue and identifying the research problem. The study's aim and justification, importance, objectives, and research questions are then covered, along with the conceptualisation of important terminology, delineation of the study's scope, and chapter summaries. A chapter summary is provided at the end of the chapter.

1.2 Background to the problem

Teamwork concept is not new. The conception of teams has been around for centuries, starting from ancestral societies where the roles of individuals within the group were not written down, but known by everyone (Dalcher, 2017). To accomplish the nation's educational goals, teamwork among educators is a crucial component that is used (Wehbe, 2017). Even though the government and other education stakeholders have made efforts through various workshops, seminars, and meetings to build and promote collaboration in schools, there is still a barrier (Wehbe, 2017). Teamwork in the classroom is crucial for the growth of the organisation (Weinstein & Morton, 2015). According to Schaubroek, Simons, and Lam (2007), a school is an institution with a set of shared objectives and ties to the outside world. Nakpodia (2011) maintains that a team is not an ordinary collection of individuals rather it implies more meaning than a group, because a team is built to undertake identified activities or tasks. Teamwork can be defined as “a joint action by a group of people, in which each person subordinates his or her individual interests and opinions to the unity and efficiency of the group” (Webster’s New World Dictionary, 1990, p.1015). Although efficient and successful teamwork is more significant than individual successes, this does not mean

that the importance of the single person has diminished. The best teamwork results when everyone involved coordinates their efforts and works toward a single objective (Wehbe, 2017). Hallam (2016) lists the following qualities of a good school: a friendly environment, a sense of belonging to the community, a sense of purpose, and a willingness to be critical of oneself. These qualities contribute to the quality of education and can be obtained in a collaborative environment like a school. Teamwork is an important element to develop organisational performance and competence (Christie, 2008). The establishment of mechanisms for managing schools in the form of School Management Teams (SMTs) is supported by the South African Schools Act (Act 84 of 1996). The SMT is in charge of the day-to-day professional management of the school, as per Section 16 of the School Act (Act 84 of 1996). I deduced from this Act that the principal as a member of the SMT is in charge of fostering and maintaining teamwork inside the institution.

Much has been written on teamwork in an African continent, but there is not much in the literature about the role of principals in the establishment and sustenance of teamwork, and the benefit of it when it is sustained in schools. In the context of Africa, scholars such as (Cardona & Wilkinson, 2006; Medwell, 2009; Grayson, 2012; Greenwood, 2012; Phalane, 2012; Pitsoe & Isingoma, 2014) have published their research on this topic. However, in the South African perspective not much has been written in the literature that addresses this concern. The study conducted by Muller, Pitsoe and van Nierkerk (2013) focuses on the educational managers' perception of teamwork. Muller et al. (2013) confirm that research had been done on teamwork, specifically on school management in South African schools. The emphasis on teamwork in education was established in 1994 with the goal of restructuring the educational system such that its nature is altering management structures, administrative structures, and organisational structures, even if this is not a new phenomenon in South Africa (Steyn & van Niekerk, 2007). A number of policy documents that were provided, such as the South African Schools Act, No. 84 of 1996, made this clear (Republic of South Africa, 1996), this piece of legislation emphasises collaboration between schools and different stakeholders, which implies the idea of teamwork. It appears that, the concept of teamwork has not received much attention

among scholars and leaders and managers in schools as they should. In that regard, Rush (2002) argues that most management textbooks and other resources focus more on concepts such as leadership, management and management functions, and how leadership and management influence individuals and groups to achieve organisational outcomes. These issues mentioned by Rush (2002) are important. However, I believe that the importance of the concept teamwork and the role that principals play or should play in establishing it in schools has not emphasised.

Teamwork has been given prominence by some scholars and they highlight its benefits for organisations including schools. For instance, Cohen (2012) and Jackson (2014) declare that implementing teamwork in any organisation, be it a school or a business, improves employee performance and the achievement of organisational outcomes. Luca and Tarricone (2001) declare that successful teamwork relies upon the synergy that exists between the team members in creating an environment where they are all willing to participate and contribute in the life of organisations. These scholars further argue that such a synergy helps in promoting and nurturing an effective and positive team environment (Luca & Tarricone, 2002). To ensure that the organisation runs smoothly and is a place where students can learn and teachers can effectively carry out their work, they emphasise that team members should be adaptable enough to create a cooperative working environment where objectives are realised through collaboration and social interdependence rather than individualised competitive goals (Cohen, 2012). To effectively plan, organise, and oversee teaching and learning, SMTs must be imaginative and innovative thinkers who can impart knowledge and skills to teachers (Witten, 2017). The principal's role as the school's visionary leader also includes developing and directing teachers to collaborate in order to realize the school's goals (Desimone, 2011). Teamwork in schools can be either good or bad, but it all depends on the kind of leadership the school possesses (Weir, 2018). Importantly, the principal needs to possess the democratic leadership quality which accommodates distributed leadership as one of the practices which form the cornerstone of the Department of Basic Education (Rahim & Tuli, 2013; Penn, 2017). Teamwork is one of the practices which encourage distributed leadership among the stakeholders in education (Bush & Glover, 2012). Such practices are conducive to a positive learning

and teaching environment in a school. The principals need to adhere to the right set of practices that will ensure the smooth running of the school, so that school success is not mistaken for a self-fulfilling prophecy, it is for this reason that the purpose of this study is to explore the role of principals in the establishing and sustaining of teamwork in the school.

1.3 Statement of the problem

It has been made clear that cooperation is essential to managing teaching and learning in schools effectively and efficiently. Teamwork, according to Van Niekerk (2003), is crucial for creating a professional culture in schools where teachers share knowledge about students and their routines. However, there are various factors that lead to principals and SMT members not establishing teamwork in their schools. These factors include failing to exercise their roles as principals, lack of trust among staff members, and competition among staff members, all of which lead to school dysfunctionality (Szczesniul& Huizenga, 2014). The absence of teamwork amongst educators and the SMT at school seems to diminish teacher's competence and learners' achievement (Szczesniul& Huizenga, 2014).

However, the National Education Policy Act (NEPA), Act, No. 27 of 1996, advises that the management of the school should be shared with others in order to address any issues that may arise (Republic of South Africa, 1996b). The NEPA underscores that no single individual should have sole oversight of a school. It must be distributed to academicians in leadership roles, such as SMTs, teacher unions, and Quality Learning and Teacher Campaigns (QLTC) bodies. However, there are also schools where the issues of teamwork do not seem to receive priority despite the evidence pointing to the efficacies of teamwork. There are school principals who do not implement the principles of NEPA such as teamwork. These school managers do not share their responsibilities with teachers (Szczesniul& Huizenga, 2014). Additionally, research reveals that the principal does not provide tasks to the SMT members when there is a lack of teamwork. For instance, the absence of IQMS committees at the school

prevents the Integrated Quality Management System (IQMS) from being effectively implemented (Amorim Neto, Burse, Janowiak, McCarty & Demeter, 2018). Therefore, the purpose of this study was to examine how a principal fosters teamwork and to emphasise the advantages of prolonged teamwork in a school setting.

1.4 Purpose and rationale of the study

Teamwork, although it came into existence many years ago, it is still important in enhancing the productivity and functionality of organisations. Teamwork is essential to achieve job satisfaction and enhance work performance (Pitsoe, 2014). In my personal experience as a teacher and a manager, I observed and interacted with both the teachers and the managers in schools. Many teachers seem to know the value of teamwork, and the benefits of working together. However, it appears from my experiences that there are challenges about the actual implementation of teamwork in some schools. Some school managers do not provide support to the teachers, particularly in the ways that inculcate teamwork in their daily practice. Such lack of support in ensuring the existence of teamwork in schools is against the provisions and the spirit of the National Education Policy Act. Section 10 of the South African school Act 84 of 1996 (Republic of South Africa, 1996). This Act stipulates that school management need to be shared with others to conquer problems arising from the school context (Republic of South Africa, 1996). This means that the principal and educators must work together as a team so that they will be able to overcome all challenges in a school. Dyer et al. (2010) state that the idea of working together in a team improves work performance. Similarly, Steyn (2012) posits that teamwork is a useful strategy a principal can employ in distributing leadership among staff members. Steyn (2012) further affirms that teamwork is essential for building a professional culture in a school, as educators share information about learners. However, Bush and Glover (2012) reported that in South African schools, there is limited research and literature on managing teamwork, which is why most leaders have challenges when it comes to its application and sustenance in schools. It is against this background that I felt this study worth conducting, so that the principals would be equipped with the skills and knowledge of teamwork establishment and sustenance within their schools.

1.5 Significance of the study

I have been an educator for 23 years, and have taught in various schools with diverse educators, managers and learners. As a Departmental Head (DH), my professional experience has exposed me to different kinds and styles of leadership and management in schools. My exposure has helped me to be able to manage the phase effectively. The challenge I was not exposed to was team leadership, which is essential to be implemented in schools as part of the distributed leadership (Waniganayake, Rodd & Gibbs, 2015). Grant (2019) claimed that, in the South African context distributed leadership is encouraged because it enhances collaborative leadership culture where leaders are not positional but about drawing on team members' strengths and expertise. Grant (2019) further rightfully claimed that by adopting distributed leadership in schools the leader can enhance effective teamwork where educators are committed to a culture of respect and collaboration. In the study, my interest was to understand the role of principals in establishing and sustaining teamwork, in order for them to practise team leadership in schools. Reading widely, I realise that some principals know and understand the concepts of teamwork and team leadership, but they do not implement them in their schools. I believe that this study might assist in filling the gaps with regard to the establishment and sustenance of teamwork in schools. I hope that this study will benefit the principals, educators and other stakeholders in education in providing a better understanding of the challenges experienced in establishing teamwork, and the strategies to mitigate those challenges for the teamwork to be sustained.

1.6 Objective of the study

The study aims to identify the role played by the principals in the establishment and sustenance of teamwork within the schools. The aim can be subdivided into several objectives:

- To examine the roles played by principals in the establishment and sustenance of teamwork within the schools.

- To explore the experiences of principals in the establishment and sustenance of teamwork within the schools.
- To examine the issues that the principals experience in the process of teamwork establishment and sustenance in their schools.

1.7 The key research questions

The study is intended to answer the following research questions

- What role do principals play in the establishment and sustenance of teamwork within the schools?
- What are the experiences of principals in the establishment and sustenance of teamwork within the schools?
- What issues do principals experience in the process of teamwork establishment and sustenance in their schools?

1.8 Conceptualising the terms

There are four concepts clarified in this section. The reason for clarifying the key terms is that they might have multiple meanings for diverse individuals. These concepts are teamwork, school management, leadership and shared leadership.

1.8.1 Teamwork

Teamwork can be described as a method by which individuals collaborate in order to realise desired organisational objectives (Steyn & van Niekerk, 2002). Medwell (2009) defines teamwork as a gathering expert's individual working together for common purpose, communication, collaboration, and decision making, and collaborating to attain their goal. Similar to this, Brill (2008) describes teamwork as typically occurring in the workplace and combining a variety of individual expertise in order to establish goals, communicate, share ideas, and collaborate in order to reach those goals.

1.8.2 School management

School management has to do with the daily operation of the school. For instance, Bush (2003) defines school management as the set of actions directed towards effective and efficient use of organisational possessions in order to attain the organisational outcomes. The South African education authorities prefer to pursue a decentralised management structure which clearly stipulates that the powers have been transferred to schools, meaning that the principal and the school governing bodies (SGBs) have to take decisions on certain define matters in school, using, of course, policies as a guide. The school principal and the SMT members are accountable for the academic and professional management, while the SGB has control of policy development.

Greenfield (2010) defines management as multifaceted experience which supports the objectives of an organisation. I describe management as the process of organising, leading, and controlling people to make sure they are operating effectively and efficiently to achieve predetermined goals. I would contend that because South Africa has a uniform national curriculum for all of its schools, schools, and especially the SMT, have more management responsibilities than leadership ones. My opinions are in line with Grant's (2008) distinction between leadership and management, where she claims that while leadership aids in an organisation's forward mobility, management, on the other hand, sets limitations.

1.8.3 Leadership

According to some researchers, leadership is a technique used to persuade a group of people to set and achieve goals without oppression (Greenberg & Baron, 2011). According to Hersey, Blanchard, and Johnson (2001), leadership is the act of one person trying to direct the behaviour of another person or group of people for whatever reason. According to Farley (2002), leadership is the ability to have an impact on others in a group setting. Farley (2002) expands on this idea of impact by contending that those in positions of authority do not always exercise leadership. Instead, those in positions of power combine leadership and authority to aid a group in achieving its

goals (Farley, 2002). According to Cronje, du Toit, and Motlatla (2004), who agree with other leadership researchers, leadership is the process of directing the actions of others toward the accomplishment of a planned goal. I define leadership as a strategy for persuading people or a group of people to cooperate in order to achieve the desired results, drawing on all the definitions provided above.

1.8.4. Shared Leadership

Duignan and Bezzina (2006) describe shared leadership as a leadership approach where direction-setting; decision making and authority are democratic. It is a product of an ongoing process of negotiation and interaction among members of the school as they go about the construction and reconstruction of the reality of living productively, yet compassionately working together each day (Ramalepe, 2014). I define shared leadership as the practice of governing a school by involving a number of people in making decision related to the school organisation and operation.

1.9 Delimitation of the study

This research was done on schools located in a township and an informal settlement. It was discovered that these schools were more underprivileged than other schools. Therefore, I only included the schools I thought would provide me a thorough understanding of how principals lead and manage their schools through teams and how well those teams were doing. In the KwaMashu Circuit of the Pinetown District at the province of KwaZulu-Natal, the study was carried out in three primary schools. These schools are disadvantaged in terms of their resources and structures, and that is why the Department of Basic Education categorised them as Quintile 1 to Quintile 3 schools.

1.10 Outline of the chapters

This research study has been structured into five chapters, and a summary of each chapter is presented below.

Chapter One

This chapter serves as an orientation of the study. It introduces the study by providing its background, the problem statement, the purpose and the rationale of the study. The research objectives and questions are also given. Other key elements such as the significance of the study, the delimitation and the outline of the chapters are presented.

Chapter Two

This chapter reviews literature on several issues relating to the establishment and sustenance of teamwork within the schools. Some of the issues include the experiences of principals in teamwork, the challenges they experience in the process of establishing teamwork, and the strategies they implement to mitigate the challenges. Theoretical framework is added at the end of the chapter.

Chapter Three

This chapter discusses the research design that was used to conduct this study. It also explains the rationale behind the choice of the design.

Chapter Four

A thorough explanation of the data presentation and discussion is given in this chapter. The study produced a number of themes and subthemes, which were then used to present and debate the findings.

Chapter Five

The study's conclusions, which were reached after an analysis of the data provided, are described in this chapter. However, an overview of the study is given before the conclusions are explored. The findings are used to inform the recommendations.

1.10 Chapter summary

The origins and goals of this study have been described in this chapter. The main research questions and objectives, as well as the study's purpose, justification, and

significance, were given. The research strategy and methodology, as well as term definitions, were presented. An outline of the remaining chapters of this study report appeared at the end of this chapter. The literature reviewed for this study is presented in the next chapter.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

The first chapter serves as an introduction to the study and contains the research questions, background information, and justification for the investigation. The primary trends and important questions pertaining to creating and maintaining teamwork are discussed in this chapter along with an explanation of the opinions of many scholars. Two major sections make up the chapter. The reviewed literature on the function of principals in fostering and maintaining collaboration in the classroom is covered in the first section. The study's theoretical underpinning is covered in the second section. Scholarly justifications for the study topic are presented in the literature. The data collected from the research participants in this study will be analysed using the theoretical framework as a tool. This chapter opens with a study of the literature on creating and maintaining teams, organised around the pertinent ideas and themes of creating teams in the classroom, the principal's role in creating and maintaining them, and factors that either help or hinder the process.

2.2 School principals' experiences regarding teamwork in schools

The experiences of school principals vary from school to school and in different countries. For instance, in Ugandan schools, the establishment of teamwork was accepted by principals and teachers, who understood that it has many advantages, and plays an important role in schools because it increases work performance and job satisfaction (Pitsoe, 2014). It also creates an environment where there is shared responsibility, and an opportunity for sharing professional and personal development (Pitsoe, 2014). Many schools in Uganda accepted teamwork establishment as the means of transforming their education system because teachers work in isolation and principals as solo members (Pitsoe, 2014). Sanyal and Wanique, (2018) have an idea that implementing teamwork in Ugandan states will enhance the spirit of collaborative working and sharing of ideas with an aim to achieve the common goals and to provide

an excellent quality of services in an organisation. Argaval and Theophilus, (2016) considered teamwork establishment as the desired attribute for modern day's organisations. However, in South Africa, school principals and other SMT members still lack the understanding and knowledge needed to implement teamwork in their schools (Phalane, 2012). Although the idea of teamwork is not new in African schools, it needed to be modified for the benefit of the institutions and the educators (Pitsoe, 2014). In Ugandan schools, teamwork is viewed as a tactic that boosts staff members' possibilities of taking part in decision-making, particularly when their opinions and proposals are brought together in events like staff meetings, where teachers and the principal meet and discuss school operations (Pitsoe, 2014). According to Oster (2012), when instructors perceive improvements in their everyday tasks, their self-esteem and satisfaction rise. This helps with both the hiring and retention of teachers and managers within the system.

The experiences of teamwork as the good strategy for success were also highlighted by Dr James Madzimore of Zimbabwe. He stated that teamwork is a good strategy as it brings out the hidden potential in many nations. He alluded that Zimbabwe needs teamwork as the strategy in schools, politics and in religious activities in order to succeed (Madzimore, 2013). In Malawi the experiences of teamwork show a lower power distance because of diverse cultural backgrounds and value system that the managers and staff bring in the school environment (Chiparo, 2018).

The view that teamwork and related interpersonal skills are equally as important as or more important than graduates' technical skills is expressed in data from the United States (Hart Research Associates, 2015), Canada (Harder, Lane, & Jackson, 2014), the United Kingdom (Confederation of British Industry, 2009), Australia (Australian Industry Group & Deloitte, 2009), and Eastern Europe (Sondergaard&Murthi, 2012). Surveys of graduate employers have emphasized these opinions even more (e.g., the Australian Association of Graduate Employers, 2014; the National Association of College Employers, 2014). According to Volkov and Volkov (2007), the nature, intensity, and depth of interactions among psychological, communicative, and organisational aspects have an impact on how well a team works together.

Hunter, Bailey and Taylor (2010) view the establishment of teamwork as a good strategy that can be employed in schools for the benefit of learners' achievement. However, there are limited studies on how the principal can play a role in establishing teamwork for the benefit of the learners. Therefore, Australian schools are interested in teamwork benefit in the organisation. Vaskova (2014) states that the success of any organisation requires the positive force of teamwork which intends to benefit all the members through development and empowerment. According to Wageman (2007), cooperation is the only way anything gets done in the classroom since it is effective and efficient at reaching goals. The fact that no one is hired by businesses who cannot resolve conflicts and complete a variety of duties as a team speaks volumes about the value of collaboration as a fundamental competency in an organisation.

The International City/Country Management Associates (1994) emphasises that from the management perspective, teamwork is about empowering the staff and giving ownership in the operation of the day-to-day activities of the school, while from the workers' perspective teamwork implies accepting more responsibility for and involvement in the improvement effort. Dickinson and McIntyre (2007) maintain that teamwork in schools requires a principal and staff members who have a positive attitude towards the team and the task in hand for them to be able to accomplish the desired outcomes. Therefore, principals as instructional leaders are goal-oriented. They take the lead in characterising a reasonable way for their school, and personally organise effort to build learner accomplishment by setting up and sustaining collaboration amongst staff for the benefit of the school (Bush, 2010).

The principals' experiences were differing in different countries because of cultural beliefs, value system, which people in the organisation. People with varied backgrounds and beliefs are more likely to have different perspectives on how to approach work and life as well as different approaches to solving difficulties (Chiparo, 2018).

2.3 Managing teamwork

Phalane and Pitsoe (2014) assert that there is solid support for management through teamwork, and Prinsloo (2008) affirms that an African belief of Ubuntu supports the forms of leadership that are participative and inclusive of people working together. This may be one of the reasons most teachers in Soweto support working in teams (Mestry, 2015). Msila (2008) states that the Ubuntu style of leadership is a movement away from hierarchical structure to a more understanding form of leadership in which the collective solidarity of a group is employed and respected. Phalane (2012) contends that in the context of a school, principals must make sure that teamwork results in improvement and effectiveness. Teamwork abilities don't seem to get much formal focus in the majority of continuing professional development programs for teachers. As principals grow and take on supervisory duties for the SMTs, acquiring these abilities is crucial, especially for them (Phalane, 2012). The Department of Basic Education affirmed this when it formalised team management in classrooms by establishing SMTs (Phalane, 2012). Given the wide coverage of collaborative benefits in contemporary educational research, Scott and Walker (2009) argue that these benefits are nearly taken for granted. The benefits are focused on student achievement, or educators interested in team management, including collaboration, consultation and empowerment.

Given that the responsibilities were typically clearly assigned to the SMTs during meetings, Van der Mescht and Tyala (2008) draw the conclusion that the concept of collaboration was not seen as a novel phenomenon in South African schools. Working in teams and distributed leadership are related concepts in that teamwork is enhanced in settings where distributed leadership is used in educational settings (Van der Mescht and Tyala, 2008). Teams gave the teachers more power. Principals who identified as team players and delegators in their comments shared the tensions in leadership. The realisation that a collection of people did not necessarily make up a team posed a danger to team management (Eddy, Tannenbaum & Mathieu 2013).

Untrustworthiness to the team was another issue that surfaced (Eddy, Tannenbaum & Mathieu 2013). Harris (2015) examines how the widespread distribution of leadership

across staff members has an impact on and changes the function of school principals in particular. According to Harries (2015), there is strong evidence that distributed leadership has the potential to influence organisational transformation and progress. Additionally, he contends that school administrators must give up control over their institutions and that the concept of leadership as a position will inevitably give way to leadership as an interface. Phalane and Pitsoe (2014) assert that SMT members in South Africa are lagging behind when it comes to the establishment of effective teams in their schools. For various reasons, school principals seem to have a narrow understanding of team management. These scholars further argue that until the understanding develops there will be no true team management in South Africa (Phalane & Pitsoe, 2014). Central to this study is the assumption that if principals can be capacitated with knowledge and skills on establishing and sustaining teamwork, they will know their expectations and play their roles and responsibilities by building a positive culture and climate in the school (Phalane & Pitsoe, 2014).

In South Africa the establishment of teamwork has flourished in the last decade (Jones and George 2014). Teachers and managers know about the concept, and they even describe teamwork as a unit of activities in a school to achieve its mission and objectives, but they still lack the knowledge and skills to establish and sustain it in the school. Pitsoe and Isingoma (2014) come to the conclusion that working in teams will enrich educators and managers professionally. It will enhance the quality of teaching and learning amongst educators and promote participative decision making in the school.

2.4 Leadership and relationship management

Relationship management (RM) is considered as essential in building healthy relationships for the success of an organisation (Lagergren & Anderson, 2013). RM allows individuals or groups to connect with others in ways that assisting them to feel supported and understood (Lagergren & Anderson, 2013). Relationship management is one of the pillars in building teamwork (Lagergren & Anderson, 2013). As a pillar in building teamwork, relationship management includes skills such as conflict

management, motivation, creating a positive environment and teamwork. (Lagergren & Anderson, 2013).

Relationship management is supported by the emotional intelligence domains of empathy, self-awareness, social competence, and self-regulation (Cardon, 2013). It involves energizing and inspiring others. Moral leaders are able to uphold and increase levels of trust among those with whom they contact and work when they possess empathy and other emotional intelligence abilities (Duyar, Gumus and Bellibas. 2013). Leaders must be true, real, and genuine in order to manage interactions with others effectively (Duyar et al., 2013). They must be friendly and able to interact with a wide range of people. Relationship management also implies friendliness and an understanding of the goal of friendliness-leadership (Duyar et al., 2013).

According to Duyar et al. (2013), relationship management is connected with the following skills: Influence is the ability to persuade others. Inspirational leadership is the provision of a vision that motivates others. Development of others is the provision of feedback and the development of skills and knowledge. Change catalyst is the recognition of the need for change and support of the process. Conflict management is the resolution of disagreements, differences of opinion, and misunderstandings.

Relationship management is a tool used by leaders to create meaning for both themselves and the people they work with (Lagergren & Anderson, 2013). An effective leader must have the ability to control other people's emotions (Lagergren & Anderson, 2013). A leader must be conscious of his or her own emotions in order to be able to do this. That will make it possible for a leader to engage with followers in ways that help them feel understood and supported. The key to changing attitudes from negative to positive is recognising changes in people' feelings (Salami, 2010).

2.5 Establishing teamwork within the schools

In order to put this study into the appropriate perspective, one needs to understand the essence behind teamwork establishment in the schools. Obviously, different scholars emphasise different conceptions about it, but there is also a point of agreement among various scholars regarding the essence of what it constitutes. For instance, there is a broad view of teamwork that involves almost all stakeholders in education, mainly within the school community. This view maintains that establishing teamwork will promote positive school culture, trust, collaboration and communication among all stakeholders (Oseiboakye, 2015). Teamwork can also be used in the classroom setting to achieve efficacy and improvement, according to recent studies (Phalane, 2012; Pauli, 2018). Building a team is viewed as a strategy for enhancing the caliber of instruction and learning (Oseiboakye, 2015). This opinion is supported, for instance, by Pauli (2018) who claims that in team teaching, communication between instructors and management may enhance the caliber of instruction and learning. While ineffective teachers can be observed, not punished, but given advice on how to improve by other team members in a non-threatening, supportive environment conducive to the performance of their jobs, collaboration allows teachers' strengths to be shared and their deficiencies to be addressed (Pauli, 2018).

Teamwork establishment has always been used in various sectors such as families, sports, hospitals, businesses and schools, but in recent years, it has become gradually clear that teamwork is important in all organisations if they are to reach their utmost capability (Barley & Weickum, 2017). Establishing teamwork in diverse organisations might increase commitment, trust, participation and the mutual respect which is the foundation of life skills (Barley & Weickum, 2017). It is also considered the best way to deliver superior performance (Oseiboakye, 2015). Essentially, through teamwork schools flourish because they are structured in a way that allows teachers and managers to be able to work together (Gabor & Mahoney, 2013). Volkov and Volkov, 2015 states that the purpose of having effective teams is not only to enable individuals to be more productive, but also to contribute more to the effectiveness of the school. As articulated by Duhigg (2016), teamwork enhances communication between people. It

also offers staff more chances of a productive solution to problems because they bring together their wide range of abilities and talent.

According to Oke and Olatunji (2016), developing a sense of teamwork would help the principal find teachers who have diverse skills that complement one another. Everyone should be committed to sharing information and skills and working together to achieve the same goal. Through the establishment of teamwork, trust and clear communication begins, enabling every member of the team to contribute and work well with colleagues (Casper, 2017). Burley (2018) states that there are other elements that help in building or establishing a strong team. These elements are creating a clear goal for building teams, building trust and openness, scheduling team-building activities, and creating rewards for good teamwork. The principal should therefore encourage and recognise great teamwork, and be able to quickly resolve any disputes that might occur by creating clear goals and objectives (Burley, 2018). It is clear that establishing teamwork within the school is a useful strategy to be implemented as it produces good results.

2.6 Characteristics of effective teams

Trust and openness are an important characteristic of teams. Without trust among members there will be no teamwork (Fidalgo-Blanco & Sein-Echaluce, 2015). Team discussions must be open, and without hidden agendas (Martinich, 2015). This scholar further argues that team members are encouraged to be open and to trust one another in expressing emotions and disagreement (Martinich, 2015). Discontent should be directed towards the problem, and not at a member of the team, with the solution of the problem as the definitive goal (Steyn & van Niekerk, 2007).

Martinich (2015) states that high performing teams in an organisation are characterised by strong mutual trust among members. The principal should try to choose persons with interpersonal skills to be helpful team players, provide training to develop teamwork skills, and reward individuals for their contributions. However, once teamwork is effective, the principal's role is not over. This is because mature teams can be complacent and stagnant (Waniganayake, Rodd & Gibbs, 2015). It is the role

of the principal to support mature teams with guidance, advice, and training for the teams to be continually improving (Waniganayake, *et al*, 2015). A team cannot function effectively without a set of distinct values, which should be accepted by all those involved, and regarded as a mission (Waniganayake, *et al*, 2015). Members of a team should share similar values such as commitment, integrity and mutual support. As members of a team share ideas and information, they become more effective, efficient, and professional, and the quality of their work is enhanced (Steyn & van Niekerk, 2007).

2.7 The role played by the principal in establishing teamwork

With an emphasis on national, continental, and global perspectives, I start this section by talking about the role that the principals played in creating collaboration. Education has changed as a result of the South African educational system's transition since 1994. To re-imagine the functions of school leadership, management, and governance, the Department of Education developed new rules and policies. They are described in texts like "Norms and Standards for School Educators" and the South African Schools Act No. 84 of 1996 (Republic of South Africa, 1996a), also known as "SASA." A number of SASA policies have been put into practice to provide democratic school governance involving administrators, teachers, parents, and students. The SASA emphasizes group and collaborative decision-making between stakeholders in schools (Phalane & Pitsoe, 2014). It encourages the concept of staff members working together as a team that continually evaluates itself as a "learning network" (Phalane & Pitsoe, 2014). The development of teams within schools, such as curriculum management teams, SMTs, and fundraising teams, is promoted by school principals. The "thread" connecting all systems in an effective school is teamwork (Phalane & Pitsoe, 2014). The stakeholders in schools can cooperate more closely as a result (Guides for School Management Teams, 2000).

South African principals are expected to perform various roles and responsibilities as outlined in the SASA document. These roles include, for example, ensuring the management of curriculum, and that teaching and learning is taking place; building

trust among staff members; communicating well with other stakeholders; and ensuring collaborative working in the school. However, the majority of administrators in South African public schools do not fully comprehend their position as instructional leaders, which involve fostering teamwork, and this has a negative impact on learner performance (Pitsoe & Isingoma, 2014). As a result, the academic standards of the institution are impacted (Hoadley, cited in Bush & Glover, 2009). The necessity of school administrators being good instructional leaders has been emphasised in a number of studies on the topic. Research by Phalane & Pitsoe (2014) and Pitsoe & Isingoma (2014) has found that teamwork is the key to teachers' organisational success. Principals should be capable of having fruitful discussions about teaching and learning quality with teachers in a courteous and self-assured manner (Robinson, 2010; Le Fevre & Robinson, 2015). It is important to make South African principals understand that providing instructional leadership is one of their primary responsibilities and that their managerial or administrative responsibilities are secondary (Zepeda, 2004). Shoho, Barnett, and Tooms (2012) contend that school administrators should divide their time, energy, and ideas throughout the school day in order to promote teacher collaboration. The next section focuses particularly on the formulation of specific team-building objectives.

2.7.1. Creating clear goals for building teams

Goal setting is an integral part in any institution (Garvey, 2018). Setting team goals is one of the most important strategies of achieving a desired outcome efficiently (Garvey, 2018). For teamwork to succeed it's all relies on members' commitment and cooperation (Garvey, 2018). Better and effective teams should set clear goals, including expected results and deadlines for their completion (Brodie, 2009). It is important that the goal be discussed by the entire team rather than by the leader alone. Creating clear goals allows members to lead and support each other towards achieving them and builds trust and stronger bonds (Brodie, 2009).

2.7.2 Building trust among team members

Building trust is the foundation of collaboration and teamwork. According to Bryk and Schneider's (2003) research, student learning was more likely to improve noticeably in institutions with high levels of relational trust. High levels of mutual trust among team members are a defining characteristic of successful teams, according to Bipath (2006). Each member has faith in the moral character and aptitude of the others. Bipath (2006) asserts that distrust breeds distrust and that trust breeds trust. The school administrator and the SMT must pay close attention to preserving trust among all participants in the school community. Integrity, competence, consistency, loyalty, and openness are identified as the five aspects that underpin the concept of trust by Jacobs and Rollo (2014). She goes on to say that research has shown that the value of the five dimensions of trust among team members is largely consistent. In addition, integrity and competence are the most important qualities that people consider when judging someone else's trustworthiness.

According to Bipath (2006), there are various ways in which the principal can build trust within the school by demonstrating that he/she is a team player, meaning that he/she is implementing teamwork and collaboration. He/she must be transparent, open, fair, and consistent in the basic values that guide the decision making and, above all, competent. When the school principal, the SMT and the educators trust one another they are likely to get support from the parents, because they feel safe to share their experiences and concerns (Jacobs&Rollo,2014). In a similar manner, trust encourages them to learn from one another and engage in the essential social interactions. Speaking openly with co-workers about what is effective and what is not exposes their own ignorance and leaves them open to attack (Jacobs &Rollo, 2014).

Real interactions of this nature will stay unstable without trust. As a result, a principal's behaviour is crucial in building and maintaining mutual trust. When principals understand all of the school's stakeholders' vulnerabilities, actively listen to their concerns, and refrain from bias, they earn everyone's respect and regard (Lukic, 2014). Effective school leaders pair these behaviours with a strong school vision and defined core values to further the vision (Brewer, 2015). Their personal integrity is confirmed

by the harmony between their words and deeds. Then, if the administrator effectively oversees routine, everyday school operations, a general culture that is favourable to the development of trust will manifest itself (Bipath, 2006). Gaining relational trust in a dysfunctional school community may require the administrator to accelerate change. In general, the principal may need to change the makeup of the school personnel by selecting capable candidates to fill open positions and, when required, helping individuals whose actions continue to be at odds with the institution's goal and core values to leave (Brewer,2015).

2.8 Enabling factors that promote the establishment and sustenance of teamwork

In the section below, I begin to discuss the factors that promote the establishment and sustenance of teamwork in the school. These factors include communication, trust, collaboration, support from the principal and teachers' motivation. When attempting to build and maintain teamwork in their schools, school principals must take these elements into account.

2.8.1 Effective communication

Effective communication is important for effective teamwork in a school and any other organisation (Rahim & Tuli, 2013). Good communication skills in the schools are crucial in ensuring effective teams and teamwork (Rahim& Tuli, 2013). Therefore, it is the responsibility of the school principal to make sure that every member of the staff knows how to communicate effectively (Wang, 2018). For communication to be effective, every member should have the following basic skills, namely, the ability to listen, clarify the expressions with regards to the information or idea, and be able to identify the desired response. According to Wang (2018), members of the team should be aware of the effects of personal non-verbal behaviour and signals, and also aware of the characteristics of the receiver(s) of a message. Wang (2018) also mentions the barriers to effective communication among team members in the school. Wang (2018) asserts that poor listening skills are a problem in communication. Lack of clarity in delivering the message through, for example, choosing the wrong method, making it verbal when it should be written, will result in the message not being received properly.

Lack of planning is another barrier to effective communication: for example, if the principal has not properly planned what he/she wants to say, this will cause conflict, distractions and noise, and the receivers of the message will not listen. Team building and teamwork depend on maintaining good communication skills between the manager and the staff.

2.8.2 Trust

The foundation of effective teamwork is trust. Members will simply work in the same place alone if there is no trust. Members should have faith in their co-workers to carry out all of their responsibilities (Heathfield, 2019). Trust and team performance have a beneficial relationship, according to Heathfield's 2019 research. Teamwork behaviours and beliefs can be strengthened as a result of team trust, and people's abilities and skills can grow as a result. The abilities of employees are improved by such magical power. While developing a trustworthy work environment is one of the crucial duties of an organisation, particularly a school, each team member should be accountable for fostering the concept of trust with other team members (Heathfield, 2019). The ability of team members to work together and feel at ease with one another are essential for ongoing development and excellent performance in the workplace (Heathfield, 2019). The team's foundation must include trust as a key tenet if cooperation is to be a reality. Trust creates a very supportive and positive work environment where team members can discuss and support any topic or idea without worrying about being judged or criticised.

2.8.3 Collaboration

According to Sanyal and Hisam (2018), a school's future depends on fostering a culture of cooperation and trust. The way that administrators and instructors conduct themselves and approach sharing information about their activities constitutes a collaborative culture (Sanyal et al, 2018). A collaborative culture also refers to a

structured procedure in which educators collaborate and view their professional practices in order to improve student accomplishment. In my perspective, a setting that promotes teacher leadership and teamwork is the only place where collaboration can take place successfully and consistently. Hargreaves and Fullan (2012) assert that for educational change, transformation, and collaboration to occur, a principal's capacity to inspire and support leadership capacity is essential. This suggests that in order to foster collaborative functioning, the school principal and the SMT must demonstrate and have a good influence in their workplace.

From an international perspective, scholars such as Howard (2018) and Asrori (2018) suggest that through sharing values and norms in a cooperative setting, and encouraging a culture of trust, teacher leadership and teamwork flourishes. From this perspective, it is crucial that school principals and the SMTs as a whole dedicate time to collaborative activities in their schools. This is especially true in the South African environment. The continuation of this encourages teamwork that supports and promotes teacher leadership, which includes shared decision-making, the development of a shared vision and mission for the school, and shared decision-making (Bonduris, 2011).

As teachers are empowered and encouraged to collaborate, the importance of each individual within the school is acknowledged in a collaborative culture (Hargreaves & Fullan) (2012). Trust is built between managers, administrative personnel, and teachers as a result of effective teamwork. Where teachers are supported in taking on leadership responsibilities, trust grows (Bonduris, 2011). According to Harris (2013), the schools that participate in collaborative networking and in which teamwork is stressed as a major facilitating factor are likely to produce good results. I therefore believe that collaboration can assist in addressing the concerns of teachers in being restricted to the classroom and not participating in other managerial duties.

According to Williams (2010) and Ertesvag (2011), the principal must create a teacher collaboration plan that is sharply focused and appropriate for the school's culture. According to Schechter (2012), by giving time, place, and resources, principals can

establish institutionalised arrangements for collaborative learning. They must help educators comprehend the proper dynamics of cooperative teams (Chappuis, Chappuis, & Stiggins, 2009). Principals ought to show students how a team operates. They should encourage staff members to interact professionally by motivating, supporting, and developing their capacities in order to foster a positive school culture (Katz & Earl, 2010). Participants must be urged to voice their ideas (Schechter, 2012). When dealing with groups of disagreeable staff employees, principals may encounter a variety of difficulties (Mullen & Hutinger, 2008). The inability to acquire leadership skills makes it challenging for school administrators to encourage collaboration (Botha, 2012). According to this researcher, allowing teachers to interact without the intention of doing so might lead to meetings that are ineffective and can be a waste of time (Botha, 2012). Some leaders are elevated to positions of authority without receiving the necessary training in the duties and responsibilities of effective leadership; they lack the skills to foster teamwork (DuFour, DuFour, Eaker, & Many, 2006). Some teachers will continue to operate independently rather than cooperating and relying on other teachers (DuFour, 2004). Teachers could find that the presence of conflicting tensions in professional learning communities is unsettling (Mullen & Hutinger, 2008). Some leaders may develop mistrust for and fear of the teachers' leadership abilities (Botha, 2012). Staff members' lack of collaboration or even strikes may be experienced by principals. Another obstacle can make it difficult for them to carry out their management responsibilities effectively. The principal may face difficulties due to staff demands and individual obligations that can conflict with the group's tasks and mission (Mullen & Hutinger, 2008). According to these writers, principals can easily ensure that teachers are making the most of their time when necessary.

2.8.4 Supportive leadership

Supportive school leaders are a major condition for teamwork to flourish within school (Xaba, 2012). In order to foster cooperation, principals are supposed to modify teachers' schedules, create an environment that encourages it, and supply materials like

paper, flip charts, and computers (Xaba, 2012). In order to sustain and improve teamwork, the SMT members' and the school principals' assistance is crucial (Harris, 2003). As a result, school administrators should encourage teachers to take part in school activities by defining and overseeing the schedule, fostering a climate that supports collaborative learning, and developing staff members' capacity and shared leadership. According to a study by Ntuzela (2008), in the South African setting, teachers felt demotivated when they were not allowed to participate in leadership roles. Similar to this, Singh (2008) discovered that school administrators overburdened teachers with pointless administrative responsibilities under the mistaken impression that they were fostering teacher leadership. I firmly believe that teamwork is designed to equip teachers with the leadership abilities they need to take on various tasks and leadership roles. Additionally, I think that teachers who are positively inspired by their school's principle and SMTs will do very well in leadership roles outside of the classroom and play a key part in establishing and sustaining collaboration in the classroom.

By encouraging the formation and maintenance of study groups, principals can promote instruction and learning in their institutions (Mullen & Hutinger, 2008). Murphy and Lick (2005) assert that principals can establish rules that inspire group members to collaborate. They can also oversee the activities at their school and the application of various policies, assist in the analysis of learner data, pinpoint areas for teacher growth and learner requirements, plan time for uninterrupted meetings, and allocate resources to back up instructors' viewpoints (Drago-Severson, 2004; Richardson, 2007). Study groups serve as the foundation of teamwork and are a tried-and-true method for supporting crucial aspects of a school. They can enhance teacher professional development, implement research-based practices, enhance teacher leadership, foster a sense of community, and create a vision that is in line with the objectives of the school and the district (Hirsh, 2005; Roberts & Pruitt, 2003).

2.8.5 Teacher motivation

The key to creating a culture of teamwork in the classroom is teacher motivation (Sargut, 2015). According to Bipath (2008), motivation is the force that propels and

directs behaviour, including the propensity to persevere despite setbacks. Romando (2004) asserts that motivation includes both internal and external factors that support a person's behaviour. Leaders must be aware of what drives employees and maintain a motivational approach in an environment that is continuously changing and where the educational system is complicated. However, inspiring your team members to achieve greater things takes more than a fast fix or a brief speech. It should be taken into account with the culture and climate of an organisation where changes and opposition are being experienced because it is necessary to accomplish long-term goals (Ferlazzo, 2015).

According to Ferlazzo (2015), there are three primary components of motivation that the leader must take into account for efficient teamwork in the classroom. They are the objectives that people have and which guide their behaviour, the mental processes by which people are motivated to engage in certain behaviours, and the social behaviours that some people try to uphold for the good of others. As a result, it is crucial for school administrators to inspire their personnel and explicitly get to know them both individually and collectively. Because they can work independently with reminders from the principal and through their diligence, motivated instructors can easily form teams and work together, which can eventually help to establish and enhance collaboration (Ferlazzo, 2015). Demotivated instructors, on the other hand, are resistant to change; they do not even want to come to work, and it is very challenging to build a cohesive team with them (Mohammadi, 2014).

2.9 Factors that hinder teamwork in schools

To establish and sustain teamwork, it is essential to consider the factors that might hinder the operation. Establishing teamwork is about providing change in the professional culture of the school; however, in the school community, accepting that change might be too difficult because of misunderstandings and conflicts and some members lack the capacity to deal with changes (Ramalepe, 2014). Establishing teamwork will assist in increasing the capacity of the school to realise a sustainable improvement in professional development and learner results (Ramalepe, 2014). It

might also assist in bridging the gap between educational policies and practices and create a space for dealing with practical matters related to teachers' day-to-day practices. Establishing teamwork is a good idea in that it aims at building trust, commitment and collaboration among educators for the benefit of learners' academic performance. However, among many possible hindrances are time, conflict within the team, and teachers themselves. In this section, I only discuss the time factor.

2.9.1 Time

One of the best ways to improve team and self-management is to improve time management (Victor, 2017). Time is the most important and valuable resource available in a school and it can hinder the establishment of teamwork if it is not managed properly by all the stakeholders in the school (Victor, 2017). The school principal is the key figure in the use of available time in the school year. Obviously, the school community is affected by the way in which he/she uses the available time for educators to meet and share ideas and concerns about their day-to-day practices. Bennet, Penny and Burke (2018) in particular, mentions the time-wasters in teamwork: setting unrealistic deadlines, lack of system in team operations, meetings that last too long, poor communication, meetings with no agenda, failure to act on minutes of meetings, and meetings not started on time. According to Eaton (2017) to manage time-wasters, the school manager needs to monitor the functioning of teamwork.

Victor (2017) state that some schools do not have time-tables ready when they open at the beginning of the year. This means that they will fall behind with all their programmes if time is not allocated properly. Therefore, the school principal, together with educators and the SMT, is required to plan for time to be used effectively. The lack of time made aside by principals for planning and professional development, according to Driessens (2015), is one of the reasons that inhibit the growth of teamwork in schools. Teachers find it challenging to work after hours, although this is the preferred method. This viewpoint is consistent with the results of my own research on the subject of time management. The results of a pilot study I completed with teachers showed that the principal of the school did not want the instructors to meet

after contact time while everyone was still at school, He preferred a situation where teachers meet after hours when the learners have long gone. But the teachers found it difficult and dangerous, considering the community and the environment they are working in, and that prevented them from meeting as teams and sharing ideas about their practices. Victor (2017) asserts that management of time plays a crucial part in the school system. Schools are structured organisations; therefore, their roles and functions are distinct, and time should be allocated according to all the dimensions of school. Therefore, the main duty and role of the school principal are to make sure that the carrying out of plans and the time allocated for them are done the way they ought to be.

A significant issue that can prevent the development and maintenance of teamwork in schools is a lack of resources. Individual teacher initiatives and attitudes present another difficulty (Dooner, Mandzuk & Clifton, 2008). It can be difficult for the teachers to devote more time to both team activities and family obligations (Sargent & Hannum, 2009). Maloney and Konza (2011) agree with Sargent and Hannum (2009) that some educators do not value teamwork and are unwilling to put up the extra effort, which may mean devoting their own time. Some employees are unwilling to participate fully. According to Maloney and Konza (2011), if the staff does not have the drive and enthusiasm to express their personal opinions and get excited about new ways of doing things, such power can be a challenge.

School principals who refuse to commit to attending departmental group meetings held at their schools due to double booking can provide a hurdle, according to Robert and Pruitt (2003). Even if they show up, the principles can choose to remain silent and observe as if they were an outsider or visitor. If no one consistently attends all professional development sessions, it may be difficult and potentially rift the group (Maloney & Konza, 2011). Some employees see any change to be an imposition rather than a positive change. It is significant to emphasise that, given the difficulties outlined above, school principals must develop certain skills in order to foster the development of teamwork.

2.10 Benefits of sustaining teamwork within the school

As educators and school managers collaborate and share information on students, teamwork is crucial for establishing a professional culture in the classroom (Steyn&van Niekerk, 2002). Schools establish objectives, and they work together to achieve their vision and purpose by holding staff meetings and setting targets. It is anticipated that doing so will provide the workers and school administration team a sense of empowerment (Pitsoe & Phalane, 2014). They will cooperate through consultation and be able to creatively solve problems as teams rather than as individuals since they will feel empowered (van der Mescht & Tyala, 2008). The better quality of work relationships, which lowers stress, is one benefit of cooperation in the classroom. According to Van der Mescht and Tyala (2008), team members become adaptable and skilled at adjusting to a new situation when they feel like a part of their teams. Most significantly, a cohesive team is more likely to work hard for everyone around them as well as for themselves. They are committed to one another as members of the performing school, and their bond with one another enables them to overcome obstacles (Vivian, 2010).

In schools, teamwork fosters a culture of shared accountability for students' professional and personal growth. Teams are established in schools primarily because team-based organisations appreciate all employees equally, regardless of their roles (Pitsoe& Phalane, 2014). According to Schumacher's (2007) argument, a school with a resident team advance more quickly than a school without such a program. According to Vivian (2010), working with other educators can reduce stress, reduce educator isolation, improve collegiality, and facilitate the sharing of resources and ideas. As a team produces resources more efficiently, organisational effectiveness rises, educational program quality improves, and a better learning and working environment is created, teamwork inside the school can lead to quality management. Building a professional culture in schools also requires collaboration among educators, who exchange knowledge about students, teaching and learning, and their dual responsibilities as parents and teachers. They improve in effectiveness, which benefits the students. Working as a team has several advantages, including boosting job satisfaction, lowering employee turnover, increasing productivity as a team, and

making it simpler to solve problems when everyone is cooperating, according to Vivian (2010).

According to Pitsoe and Phalane (2014), when all members of staff work a team, the benefits go to the whole school. It provides emotional support, interaction is coordinated, ideas are generated, decisions are made collectively, and new members of staff are effectively inducted because everybody shares the same vision. The team is the emotional building block of the school for staff as it satisfies their need for recognition, responsibility and achievement (Pitsoe & Isingoma, 2014).

2.11 Sustaining teamwork within the schools

The ability to handle conflicts in an effective manner is an important factor for sustaining teamwork in the schools (Pitsoe & Isingoma, 2014). Having to work fast, under stressful conditions and with different types of people, with different values, beliefs, culture and work ethic can cause conflicts in all relationships (Pitsoe & Phalane, 2014). The conflict that is not resolved, especially in the school, can have harmful results such as anger, hostility, and absenteeism (Pitsoe & Isingoma, 2014). The principal needs to realise that handling conflict properly can be of great benefit to the school. It assists the principal to understand the people with whom he/she works (Pitsoe & Phalane, 2014).

According to Sparks (2013), conflict can be either constructive or destructive to the sustaining of teamwork within the school. Therefore, according to Thornton (2018) it is recommended that the principal should use the following guidelines to manage teamwork; he/she should use collaboration to find an integrative solution when both sets of concerns are too important to be compromised. Using collaboration is likely to assist if the principal's objective is to learn, to merge insights from people with different perspectives, and to gain commitment by incorporating consensus and working through feelings that have interfered with relationships. The avoidance of conflict can also be resorted to if there is a minor issue, or if issues underlying the conflict are very important, or when there is a slight possibility of a resolution that is

difficult to influence team members (Steyn & van Niekerk, 2002). The advantage of using an avoiding style is that it buys time for the people who are in conflict to cool off and regain perspective (Sparks, 2013).

The principal can also use an accommodating style in solving conflict because it allows a better position to be heard, and demonstrates reasonableness when issues are of significance to the conflicting parties (Thornton, 2018). Furthermore, using an accommodating style assists the principal to maintain cooperation and build social credits for later issues. An accommodating style is a good strategy because it assists all parties to learn from their mistakes, and create harmony and stability (Steyn & van Niekerk, 2002). A compromising style can be used when goals are significant because this style is based on the viewpoint that people cannot have their own way in solving issues; they need a middle person to assist. Through compromise, individual differences can be tolerated, and fair agreement can be reached.

To conclude, Bipath (2008) states that people should be aware of their principles, values, morals, and the purpose of the school, and be able to work and function like an orchestra playing harmoniously to the conductors' tune (the principal's) for the effectiveness and the sustaining of teamwork in the school. For their institutions to be successfully managed, school administrators must possess strong leadership qualities (Katz, 2009). Katz (2009) asserts that while abilities are not something you are born with, you can learn them and develop them so that they manifest in your performance. According to Katz (2009), having good leadership qualities makes administrative officials more effective and tends to encourage moral behaviour. According to numerous academics in this sector, a person's increased talents and personal traits are what cause them to become an effective leader (Connaughton, 2003; Rosenbach, 2003). This closely pertains to the research because there are particular abilities that principals must develop in order to be able to foster and sustain teamwork. These include leadership abilities that will help them successfully promote teamwork in their classrooms. Katz (2009) asserts that a leader should develop the following five types of leadership abilities: technical skills, conceptual skills, interpersonal skills,

emotional intelligence, and social intelligence. The five talents are each briefly covered here.

2.11.1 Technical Skills

Technical skills are made up of steps, techniques, and guidelines that can help someone comprehend something clearly and master it (Katz, 2009). Technical skills serve as a foundation for motivation, creativity, and long-term planning and are developed through training, formal education, and work experience. School administrators acquire this knowledge through professional development training, and these abilities aid them in achieving effective teaching and learning (Katz, 2009).

2.11.2 Conceptual Skills

Conceptual talents, according to Yukl (2001), include improved judgment, forethought, knowledge, and the ability to use inventive analytical skills to make decisions in challenging circumstances. Haq (2011) asserts that conceptual abilities are necessary for problem-solving, organising, and strategic planning. These abilities are necessary for school administrators to forecast how changes in the external environment will affect their organisations (Haq, 2011). These abilities are used by school administrators to run their institutions and address issues.

2.11.3 Interpersonal Skills

Knowledge of human behaviour and group dynamics, the capacity to empathise with others, comprehend their attitudes and motivations, and the capacity to generate accurate opinions are all examples of interpersonal skills (Rahim & Tuli, 2013). (Haq, 2011). The abilities required to integrate one's own performance with that of others are also included in these areas of leadership abilities (Mumford & Marks, 2000). These people-influencing abilities make it simple to spread information and ideas (Northouse, 2009). They give the leader the ability to resolve issues effectively and constructively. As a transformational leader in this study, the school principal is required to use these abilities to persuade the teachers to create and take part in teams.

2.11.4 Emotional Skills

The capacity to be aware of one's own feelings as well as those of others is referred to as emotional intelligence (Yukl, 2001). As a result, emotional intelligence can help school leaders in their leadership role make wise judgments, resolve complicated issues, and handle emergencies (Haq, 2011). In this approach, having these emotional intelligence abilities is essential for school principals.

2.11.5 Social Skills

Social intelligence is the capacity to assess a situation, decide what is needed as a leader, and take appropriate action (Haq, 2011). It includes perception and adaptable behavior (Yukl, 2001). It requires the capacity to comprehend the characteristics of individual employees, interpersonal interactions, and group dynamics that typically have an impact on an organisation (Northouse, 2009). The aforementioned abilities demonstrate that school administrators must develop leadership skills to improve as leaders and comprehend teachers' behavior that benefits their institution in order to successfully encourage and maintain teamwork in their classrooms.

2.12 Theoretical framework

It is crucial to discuss a theoretical framework. Therefore, I decided that it would be helpful to start by briefly defining a theory before I discuss the theory that I used as a framework to analyse the data for this study. A theory is a plan, system, of beliefs, or assertions that serves as an explanation for a certain occurrence (Fourie & Delport, 2011). Theories are also abstract ideas that assert particular links between concepts. By gathering data, theories' abstract notions and hypotheses are either tested in fieldwork or are derived from the data (Grix, 2004). Two theories—distributed leadership and the collegial model of management—frame this investigation. Below is a discussion about them.

2.12.1 Distributed leadership theory

The distributed leadership theory serves as the basis for this study (DLT). Multiple leaders can cooperate under the framework of distributed leadership theory to accomplish a single objective (Gronn, 2002). The theory was derived from various disciplines, including institutional theory, shared leadership, team leadership, and site-based management (Spillane, 2005). The South African Schools Act, No. 84 of 1996, which applies to South Africa, contains the policy framework for shared leadership. This Act provides authority to educational institutions at various levels (Grant, 2010). In a school community, particularly in high schools, leadership is even disseminated at the lower level through the election of Representative Councils for Learners (RCLs).

According to Lashway's (2003) analysis of the effects of distributed leadership, it makes sense for leadership to be dispersed throughout the school because crucial knowledge is dispersed among various people. Distributed leadership, according to Harris (2004), is a type of collective leadership in which teachers collaborate to build expertise. In order to create a culture of collaborative learning, distributed leadership relies on fostering relationships by empowering people and advancing their professional capacities (Heika, Waniganayake & Hujula, 2013).

Distributed leadership provides an infrastructure that binds the school community together, as it is a collective work of educators and managers. Harris and Jones (2010) state that a principal who displays distributed leadership in his/her school understands that organisational success lies within the variety of members of the school. Leithwood (2009) states that distributed leadership is increasingly seen as a contributing factor for organisational growth and success. It is characterised by shared, collaborative, dispersed and democratic leadership (Spillane, 2003). Some scholars view these terms as synonymous, and use them as such. Bush and Middle-wood (2005) posit that the task of transforming schools single handedly is too difficult. Therefore, to improve management-related issues and curriculum, distributed leadership is encouraged. However, school principals have to understand that distributed leadership does not replace the hierarchical structure of the school. It involves informal teams, committees working together with the hierarchical organisational structure for the benefit of the

school. Harris and Spillane (2008) assert that leadership within the school has to be stretched, meaning that the school principals are required to restructure his/her leadership roles and functions to other stakeholders in the school. Heika and Hujula (2013) stress that distributed leadership is not about sharing tasks; it is about involving all members in the organisation in discovering their abilities and talents.

2.12.2 Framing the study within the distributed leadership theory

In the literature on instructional leadership, the idea of distributed leadership has gained popularity (Harris, 2008; Spillane, 2006). Any discussion of leadership in schools should, according to Hallinger (2009, p. 13), "include not only the practices and effects of leadership, but also the sources of leadership." As a result, the efficacy of the school may suffer if the principal is the only source of leadership (Leithwood, 2008; Southworth, 2002). To put it another way, leadership should be distributed and the process should be owned by the instructors. According to Fullan (2009), the idea of sustainable change is a strong justification for distributed school leadership because better learning outcomes are the final aim.

Distributed leadership basically seeks to dispel the concept of the "hero leader," which is harmful for business since it centers too much on one person. According to Fullan (2009), a good principal must empower a group of future leaders in addition to having an impact on the academic performance of their students. Therefore, it is ideal for leadership to be distributed and should involve a cooperative process comprising the departmental heads, instructors, school administrators, and deputy principals. Distributed leadership includes "both lateral and vertical dimensions of leadership and the co-performance of leadership and the reciprocal interdependencies that construct that leadership practice," according to Spillane (2006, p. 58).

A distributed leadership perspective includes a wide range of traits. It acknowledges that there are several different leaders, not simply one (Harris, 2010; Spillane, 2006). According to Harris (2010), leadership actions are frequently shared inside and between organisations, and everyone's efforts are recognised (Fullan, 2009). In both formal and informal leadership roles, a dispersed model concentrates on the

relationships rather than the acts of leaders. It focuses mostly on leadership behaviours and how such behaviours' affect organisational and educational advancement (Spillane, 2006). Distributed leadership, according to Harris (2008; 2010), is essential for system reconfiguration and organisational restructuring because it necessitates a flatter, lateral decision-making process. In other words, numerous people are involved.

I employ Spillane's (2006) distributed view on leadership because it enables me to consider not just the actions taken by school leaders but also their methods and motivations (Spillane & Diamond, 2007). Both the leader-plus and the leadership practice element can be used to analyse Spillane's (2006) dispersed leadership model. First, the leader-plus component acknowledges that a number of people in both formal and informal positions take on leadership responsibilities at the school. Multiple leaders are thought to produce a deeper, more comprehensive understanding of leadership (Spillane & Diamond, 2007). The leader-plus element takes into account the efforts of "all individuals who have a hand in leadership," rather than abdicating the authority and duty of the leader (Spillane & Diamond, 2007, p.7). In order to organise and improve the work of different leaders, Spillane encourages the use of a variety of tangible artefacts (tools), including test results, technology-based tools, and curricular frameworks. The leader-plus component of this study takes into account the instructional leadership techniques used by teachers, departmental heads, deputy principals, and school administrators.

Second, the component of leadership practice focuses on interactions between leaders, followers, and their settings in relation to certain leadership duties (Spillane & Diamond, 2007). I will discuss the three elements separately for the sake of clarity. We are asked to think of leadership as interactions between the leaders and the followers from a distributed perspective. It is impossible to separate the interactions between the people from their setting. Practice is the "real doing of leadership in particular locations and times," say Spillane and Diamond (2007, p. 6). This point of view derives from the theory of distributed cognition and activity. The fundamental tenet is that social context affects activity and cognition in a significant way (Spillane

& Diamond, 2007). As a result, the context influences leadership as well as being a leadership practice.

The third element is how leaders and followers engage in certain situations and in relation to particular tasks (Spillane & Diamond, 2007). The leadership responsibilities are connected to teaching and learning since my thesis is instructional leadership practices of school administrators related to teamwork in schools. As a result, the connection between instructional leadership and instruction should be included in instructional leadership methods. Finally, the leadership practice factor takes into account how the instructors, departmental heads, school principal, and deputy principals interact with the three aforementioned components. The distributed leadership theory developed by Spillane in 2006 is pertinent to this study since the staff complement of a school should be involved in instructional leadership activities in order to accomplish school improvement.

The use of distributed leadership theory is suitable for this study because within teamwork, the staff and the managers need to be connected and be mature for the growth of an organisation (Robinson, 2008). The connection and maturity require all stakeholders in the school, which include the principal, the SMT, educators, learners, and administrative staff, to be bonded together by common goals and objectives (Williams, 2011). The school principal is needed to organise and coordinate all the activities of all stakeholders within the school, and to ensure that they are aligned with the school's vision and mission statement and that all policies and legislation are implemented (Williams, 2011). Distributed leadership in the schools need to be practical in order to achieve a common goal, and produce good results (Ramalepe, 2014). Facilitating the achievement of shared leadership in the school requires leaders who will be able to distribute leadership and establish a teacher team (Ramalepe, 2014). This team will represent the larger school community, and each team member is involved because of his/her pedagogical expertise.

2.12. 3 Collegial model of management

The views that emphasise that authority and decision-making should be distributed among some or all organisation members make up the collegial model (Singh, 2007). The real proof of this strategy is the collaboration between the SMTs and the teachers, who share the job equally. According to Singh (2001), collegial models presuppose those institutions like schools establish policies and reach judgments through a process of deliberation that result in agreement. According to Seo and Han (2012), who share the same opinion, school administrators could gain from employing a collegial style of management that is paired with a supportive environment and a culture that are built around values like trust, respect, love, and empathy. All SMT members who share a common understanding of the school's goal, which is to improve the caliber of teaching and learning, are equally powerful. According to Msila (2011), the collegial model has been adopted by many schools in South Africa because it encourages shared leadership between principals and teachers. Additionally, shared leadership can be understood as a concept that has collaboration among various stakeholders at its core (Msila, 2011). In collegial models, the nature of the decision-making process has an impact on the leadership style (Duignan & Bezzina, 2006).

According to Singh, Manser, and Mestry (2007), collegial management should be viewed as a procedure that fosters shared leadership and decision-making in the spirit of fostering people's motivation to act. The best selections are made when using the expertise and abilities of the school's teachers. Due to the implementation of shared decision-making, principals in these schools now have to deal with new decision-makers, values, managerial choices, and managerial responsibilities. Bezzina (2010) points out that collegiality is considered as forming an important bridge between teacher development and the school when commenting on the impact of shared decision making. Each of these initiatives—school improvement, curricular reform, teacher development, and leadership development—depends on the healthy development of collegial relationships for their success. Failure to implement school programmes – for example, school-based curriculum development plans – collectively will consequently fail to build collegial working relationships. Bezzina (2010) argues

that joint curriculum planning will enhance morale and teacher fulfilment; hence, teachers will benefit from their experiences and continue to grow.

2.12.4 Framing the study within the collegial management model

One of the most crucial factors in assessing a school's excellence is collegiality (Ramalepe, 2014). The task of strengthening schools may need the development of collegiality. Working together is viewed as a defining trait of many advancements in successful schools (Ramalepe, 2014). Decisions about school matters are intended to be made by the principal and other school community stakeholders. They must cooperate as a group of individuals working toward a common objective while making such decisions (Bezzina, 2010). All of the stakeholders' efforts must be coordinated by the principal, who must also make sure they are in line with the school's vision and mission. The interactions of team members in the decision-making process need to be realistic. To facilitate the process of decision making, the principal needs to apply the principle of collegiality in enabling the process to be effective (Ramalepe, 2014).

Collegiality in any institution does not emerge by accident, according to Madiha Shah (2012); it takes organisation and design. According to Madiha Shah (2012), administrators who recognise that a group of educators working independently cannot deliver the same results as interdependent educators who share and develop practice jointly must set the foundation for teamwork and a collegial culture. Collegiality among the staff is essential during the period of ongoing change and improvement. It is viewed as a chance to involve people in resolving challenging educational issues. Schools that discourage collaboration between employees and supervisors and prefer for teachers to work alone are viewed as a waste of human resources. Practice of collegiality within the school gives all members an opportunity to keep up with the demands of their day-to-day activities, hence well-informed decisions will be collectively made (Nakpodia, 2011).

2.13 Chapter summary

The literature that has been reviewed on the subject was covered in this chapter. The goal of the literature review was to better understand how principals have established

and can maintain teamwork in their schools. Additionally, the study's theoretical underpinning has been examined. The research methods for this study will be covered in the following chapter.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter discussed the literature review, where the issue of principals and teamwork in the school was highlighted. The latter section of the chapter discussed distributed leadership theory and collegial management theory as the theoretical framework underpinning this study. The research methodologies and designs are presented in this chapter. The reader is reminded of the following research questions:

- What role do principals play in the establishment and sustenance of teamwork within the schools?
- What are the experiences of principals in the establishment and sustenance of teamwork within the schools?
- What issues do principals experience in the process of teamwork establishment and sustenance in their schools?

I start the chapter off by going over the research paradigm and study research design that were used. The study's methodology will thereafter be the chapter's main focus. This will include participant sampling, study locations, data collection techniques, interviews, data analysis, ethical issues, and the validity and restrictions of the study. Finally, I will provide a chapter summary.

3.2 Research Paradigm

In this study an interpretive paradigm was adopted. This paradigm is appropriate to understand how people make sense of the context in which they live and work (Fouche & Delport, 2011). An interpretive paradigm is presented as effective in this study because, ontologically, it is based on the assumption that there is no single truth (Fouche Delport, 2011). In terms of epistemology, knowledge is socially constructed (Scotland,2012). Mark (2010) describe the interpretive paradigm as aiming to understand the meaning which informs human behaviour, whereas researchers using

other paradigms such as the critical paradigm see reality as shaped by social, political, cultural, economic and other dynamics (Guba & Lincoln, 1994; Scotland, 2012). The study starts with attempts to comprehend how they interpret the environment around them (Cohen, Manion & Morrison, 2011). It is based on a personal, interpreter-developed "actual context" that reflects real life and meaning. According to Maree and van der Westhuizen (2009), a researcher creates a specific perspective on the world that includes assumptions or hypotheses pertaining to particular systems of meaning and methods of interpreting reality. The methodology linked with this paradigm prioritises the participants' and the researcher's individual experiences (Basit, 2010). Niewenhuis (2007) asserts that individuals "create" the social reality through the exchange of meanings and interpersonal interactions.

The interpretive paradigm goes hand in glove with this study as it helps to investigate and understand the role of principals in establishing and sustaining teamwork in the school. This study used the interpretivist paradigm because of its suitability in assisting researchers to understand the person-specific reality as it manifests in different places and at different times (Wahyuni, 2012). In terms of methodological assumptions, working within the interpretive paradigm has helped me to increase my understanding of why principals establish and sustain teamwork in their schools. In this study, it is likely that the meaning of teamwork establishment and sustenance will be found in different participants who are school principals. Such meanings are distinctive to each of the participants so this will confirm that there is no single truth or reality. In this instance, multiple truths refer to the subjective account of the participants. The participants' accounts become a medium through which realities are explored.

3.3 Research Approach

In this study, I employed a qualitative research design, as this concept underscores human perceptions and understandings of phenomena (Stake, 2010). Slavin (2007) defines qualitative research design as the research that emphasises and elaborates the description of a social or instructional setting which is intended to explore a social phenomenon by occupying the investigator in the situation for an extended period. According to De Vos (2005), the qualitative method is comprehensive and aims to

understand the significance that people attribute to their regular social interactions. As a result, descriptive data in the participants' own spoken and written words is produced. I now have a thorough awareness of the principals' role in fostering and maintaining teamwork in the classroom, as well as the obstacles that stand in their way. According to Creswell (2009), the type of research used in this study, qualitative research, is multi-method and involves interpretive and naturalistic approaches to its subject matter. This means that in qualitative research, researchers observe human behavior in its natural environment with the goal of explaining or interpreting occurrences in terms of what people bring to them. In other words, no attempts are made to control or manipulate the environment.

This study qualifies as qualitative research as it is based on the participants' verbal expressions about the role of principals in establishing and sustaining teamwork in their school, and no statistics is used to make sense of the data. According to Creswell (2009), qualitative study is essential for understanding and exploring phenomena. In qualitative research, the researcher poses broad, general questions to the participants, records their in-depth responses in written or visual form, and then evaluates the data (Kirkman, & de Lacey, 2015). The researcher extrapolates the significance of the data from this data using personal reflections and previous study. According to Henning (2004), when conducting qualitative research, we want to understand not just what occurs but also how it occurs and, more crucially, why it occurs in the manner that it does. In this case, qualitative research allowed me to learn more about what was actually occurring in the schools with regard to leading and managing teamwork. I was able to learn how administrators oversaw the daily operations of their schools and the reasons behind their decisions.

3.4 Research Design

The methodology employed was the multi case study research design. The intention was to accurately reflect the principals' actual experiences with and perspectives on teamwork. This implies that applying this methodology might result in rich data and a clearer comprehension of the function of school principals in fostering teamwork. A case study is an in-depth examination of a specific instance. The instance may concern

an individual, such as a teacher, student, principal, or parent, a family, a class of students, a school, a community, or an organisation (Stake, 2015). A case study, according to Cohen Manion and Morison (2018), seeks to explain what it's like to be in a specific circumstance. I did this with the intention of capturing the participants' actual lived experiences with and perspectives on a certain circumstance. Case studies are frequently employed by academics who follow the interpretivist paradigm, according to Stake (2015).

3.5 Sampling methods

Sampling is a process used to select relevant participants and sites for the study, which may involve a group or individual or setting within which the phenomenon under study is bound to happen (Denzin& Lincoln, 2000). Purposive sampling was used in this study. Bertram and Christiansen (2014) state that purposive sampling is done with a specific purpose in mind. Consequently, the sample comprised three principals because they were the primary source of data generation, and had been school principals for several years in the well-performing schools.

3.5.1 Selection of participants and research sites

This section provides a detailed description of the processes that were followed in selecting the participants and the research sites for participation in the study. In the context of this study, schools were chosen on the basis that they belonged to the KwaMashu Circuit in the Pinetown District. The participants were selected based on the number of years experienced as principals, and their schools were the most disciplined in the circuit. The three schools chosen as research sites were selected from two different backgrounds. The one background was from informal settlement, and the others from a township.

The three participating principals were also chosen according to the roles they played in their schools. They had to be school principals who had served for five years or more to qualify for participating in the study. The participants were asked about their

preferred times for their interviews so that their teaching would not be disturbed. The selection was convenient and cost-effective in the sense that the schools were near each other and to my place of work. The sample comprised the three primary school principals from the three schools because they had been principals for more than five years. According to Niewenhuis (2007), qualitative research desires a smaller sample than quantitative research studies. Since this was qualitative research, the size of the sample was suitable. Cohen (2011) states that sample size is determined by the manner of the research, and in qualitative research, it is more probable that the sample size will be small. Therefore, the main aim of the study was not to generalise, but to get an in-depth understanding of how the principals established and sustained teamwork in their schools. Therefore, the number of schools participating in the study is not important as it is the case with quantitative research.

3.6 Data generation process

The method used to produce the data needed to address the study questions is described in this section. The primary technique of data production was semi-structured interviews, which were tape-recorded as was planned when the proposal was written. Participants in the data generation process gave their consent for our conversations to be recorded on tape. They agreed to the taking of handwritten notes as well. Even though it took a lot of time, it worked. According to Yazan (2015), the tape recorder provides precise transcriptions of the participants' actual statements that may be replayed. I negotiated and clarified the usage of the tape-recorder in advance because I anticipated that certain people could feel frightened by it. Since the participants were busy with their everyday responsibilities, semi-structured interviews happened at various times and after work. Every interview session lasted between 45 and an hour. One participant was interviewed for the first time in his office, for the second time after hours in the participant's office, and for the third time in the school staffroom because the participant's office smelled of paint. The study's participants were given pseudonyms, Mr. Sodoku, Mr. Lee, and Miss Cebo, to ensure their anonymity. Pseudonyms were also given to the schools.

3.6.1 The interview in School A with the principal (Mr Sodoku)

I phoned the principal, Mr Sodoku, to set an appointment for the interviews, and this was per his schedule. The interview was due to begin at 14h30 at his school. I arrived at the school at about 14h15, and was received by the principal, who took me to the staffroom to wait until the school knocked off at 14h30. While I was waiting, I observed the principal with the members of the SMT in the foyer between the staffroom and the office. I heard them discussing the issues of examinations and invigilation. Although the conversation was not intended to be heard, it happened because I was in the staffroom. That made me suspect that in this school there was no teamwork.

The matter was about the failure of the SMT to perform their duties in the absence of the principal, and in reprimanding them; he instructed them to follow the examinations timetable. He also wanted to have the invigilation timetable as soon as the following day. After that, the SMT left the school and the principal came into the staffroom, and asked me to comment about teamwork. In my observation, I had noted that there was a possible lack of cohesion in the teamwork at this institution, making it necessary for the principal to establish and sustain teamwork. Since I had already explained the purpose of the study, I gave him the consent form to sign, which he willingly did. The interview began, and I probed the principal about his experience of teamwork establishment as the principal. The interview lasted for 60 minutes, and there was a minor interruption by the participant complaining that he was hungry, and also felt annoyed by the whole process, saying it was a waste of time. He went out and came back with juice and fruit for two, and then the interview continued. When it was over, I thanked the principal for agreeing to participate in the study and for allowing me time to come to his school.

3.6.2 The interview with principal B (Mr Lee)

I called School B's principal, Mr. Lee, to organise an interview based on his availability. At 15:00, the interview was scheduled to start. At 14:30, I arrived at the school, and the principal welcomed me. His workplace served as the setting for the interview. He happily signed the consent paperwork after I delivered it to him and told him what I planned to do. I questioned him about his role in fostering and maintaining

teamwork in the school as the interview got underway. There were no interruptions during the whole 45-minute interview.

3.6.3 The interview with principal C (Miss Cebo)

Inquiring about the time and date of the interview over the phone with the principal, Miss Cebo, she agreed to work me into her busy schedule. I called her again at the appointed time to ask if she was prepared for the interview, and she answered positively. Her office smelled of paint, so the interview took place in the staff room. I questioned her regarding the principal's role in fostering and maintaining teamwork at the school. There were no interruptions, and she answered all queries. The interview lasted for 60 minutes, and I received satisfactory answers to all of my queries. In order to gather further opinions concerning the occurrence, probing was also carried out.

3.7 Data generation methods

There are many different sorts of data generation techniques used in qualitative research, including interviews, field notes, and observation. Additional interview formats include focus groups, unstructured, semi-structured, and structured interviews (Wethington & McDarby, 2015). I employed the semi-structured method of data generation for all the interviews stated in this study. I was able to interact with the participants directly by using this style of interview. With the participants' consent, these three semi-structured interviews were audio-recorded. Each of them took between 45 and an hour. For the purpose of data analysis, the audio recordings were verbatim transcribed. This made it easier for the study to accurately record the participants' oral recollections of their experiences (Cohen, 2011). The fact that the principal interrupted the first interview to say he was hungry made it tense. He had to go get something to eat, so I had to stop and wait for him.

The beauty of adopting qualitative, semi-structured interviews is that they are flexible and can be adjusted accordingly as the need arises (Cohen, 2011). I adjusted the next interviews to have an everyday conversation in a calmer, more relaxed environment. I wanted the participants to feel at ease, and to express their thoughts on the issue. As a guide during the interview process, a semi-structured interview schedule was

compiled. This comprised questions which were based on the critical questions of this study: the principals' leadership experiences in establishing and sustaining teamwork, and how these influenced their leadership roles and functions. I used probes to direct the conversation to make sure that I was able to gather as much information as necessary for the study. I reviewed the questions after each interview, and altered the method I was using as I carried on with the remaining interview(s). I was able to alter the order of the questions as determined by the responses of the participants.

3.8 Data analysis

Data analysis, according to Saldana (2009), is a procedure that necessitates the analyst to record their interpretation of the data in writing. Data analysis is also the laborious and exciting process of giving structure, order, and significance to the collecting of data. Cohen (2011), who defines data analysis as a procedure that entails organising, accounting for, and interpreting the data, backs up both of these assertions. Making sense of the data in light of what the participants say entails locating categories, themes, patterns, and recurring patterns in the data (Creswell, 2014). Making sense of data gathered once fieldwork is complete is the goal of data analysis (Vithal& Jansen, 2006).

Data analysis in a qualitative study like this one is carried out in three steps, cleaning the data, organizing it, and presenting it (Vithal& Jansen, 2006). I listened to every interview that was recorded for this study and wrote down every word verbatim. I wanted to understand the information and find commonalities. Using inductive analysis, the recorded interviews were examined and analysed to generate data for the study topics. Thomas (2006) claims that the goal of utilizing inductive analysis is to condense raw textual data into a condensed, summary format. Additionally, inductive analysis enables me to establish a connection between the research's goals and a summary of its findings (Thomas, 2003). I chose inductive analysis over other methods for this study because I wanted the data to speak for itself. A deductive strategy, on the other hand, draws information from the literature review (Welman, Kruger& Mitchell, 2005). My goal in conducting this study was to hear the participants' opinions, which were based on their own first-hand accounts of creating and maintaining collaboration in the

classroom. Consequently, the general inductive approach gave me a set of systematic and convenient data analysis techniques. I read the transcribed data several times as the data analysis process progressed in order to identify the common themes in the participants' responses and to clarify my comprehension of them. The way in which participants responded allowed me to determine the common issues. After identifying the primary themes, which included a number of subthemes, I then examined them in light of the study questions. By doing this, I was able to gain a deeper insight of how the principals experienced collaboration in the context of their schools.

Colour coding was used to identify the typical responses after reading and rereading the transcripts. After that, the codes were categorized and turned into themes. To this extent, I think the inductive methodology is appropriate for this study's goals because the data generated by participants' responses were able to speak for themselves without any preconceived notions or assumptions on my behalf.

3.9 Issues of trustworthiness

A qualitative study's findings must be credible in order to be worth paying attention to (Loh, 2013). Utilising notes made in a study notebook was one of the methods I employed to address the validity of the results. The notes covered the period of time from when I entered the school and the beginning of the interviews. The notes were highly beneficial since they included additional information that a tape recorder cannot record. The utilisation of multiple data sources in this study significantly increased reliability. Semi-structured interviews and observation were two of the strategies I utilised to gather data. Credibility was a further metric of trustworthiness that was applied. In quantitative research, credibility is related to objectivity and validity and involves the researcher's objectivity during the data collection process (Babbie & Mouton, 2002).

The ability to transfer is a third metric. Viewing the study and its results involves readers, other researchers, peers, or others (Bertram & Christiansen, 2014). Researchers need to provide thorough explanations of the study method in order to address this issue so that future researchers who want to conduct comparable studies

can follow the exact same procedures as the first researcher (Guba& Lincoln, cited in Babbie& Mouton, 2002).

Data analysis records and transcripts were stored in a file for transferability purposes and were to be made available to other researchers upon request. The paper trail of this study would give other researchers the chance to replicate the procedures of this research project as precisely as feasible or to apply the findings of this study to other case studies.

Finally, a distinct, properly carried out audit procedure can simultaneously accomplish the goals of reliability and confirmability (Bertram & Christiansen, 2014). I thus requested a critical friend with a PhD conduct an independent audit of my study, including the data, findings, and conclusions.

3.10 Limitations of the study

The results of this study are only applicable to three schools because that is where it was done. According to Jansen (2006), acknowledging limits empowers readers to appreciate the circumstances that led to the research's conclusions as well as the study's difficulties. Thus, since the study is about teamwork and the participants were the principals of three primary schools in one circuit, the findings may not be generalised to other schools, where formal teams are in operation, and whose projects are implemented.

One of the participants was annoyed by the whole process of the interview. Participants may withdraw from a study such as this because of their commitments as school leaders, and they may not want to share critical information about their schools such as learner results and minutes of meetings. Principals as keepers of information may be tempted to say good things about their school to protect its image. To address the principals' fear of giving their schools critical information, I assured them prior to the interviews that I will not share their school information and to ensure anonymity I will use pseudonyms.

3.11 Ethical considerations

There should always be some discussion of the study's ethical implications before any research is presented. In this study, ethics was viewed as a subject of ethical comprehension of other people's rights (Cohen, Manion & Morrison, 2007). The wellbeing and rights of research participants are said to be the primary goal of ethical research, according to Terre Blanche and Durrheim (2002). Each participant understood that they had the option to leave the study at any time. Additionally, they received guarantees regarding their anonymity and the secrecy of their answers. Ethics considerations, according to McMillan and Schumacher (2006), include all the precautions, actions, and efforts that researchers take to safeguard research subjects while interacting with them to gather data. To achieve that, *pseudonyms* were used in place of the actual names of the research sites and participants. I made a commitment that I would forward the interview transcripts to the participants to verify whether data transcribed are a true reflection of their encounter during interviews. I kept my promise and sent the transcripts to them so that they could ascertain if the content accurately captured the content of our discussion. That also enabled them to remove any information that they believed could threaten their safety or expose them to any possible harm.

3.12 Chapter summary

This chapter has outlined how the study was conducted. It has discussed the research paradigm and the research design and methodology that were deployed in conducting the study. I have discussed other important elements of the methodology such as the sampling of the schools and the participants, the data generation and analysis processes. The next chapter focuses on data analysis, discussion, and findings.

CHAPTER FOUR

DATA PRESENTATION AND DISCUSSION

4.1 Introduction

The previous chapter has provided a detailed discussion about the research design and methodology that was used in generating data. This chapter presents findings of this study and analysis thereof. The data were generated from three school principals; one from an informal settlement, and two from a township community. To ensure anonymity, I used *pseudonyms* for the participating principals and the research sites. The *pseudonyms* for the participating principals were: Mr *Sodoku* of School A, Mr Lee of School B, and Miss Cebo of School C. To ensure that the voices of the participants were precise and authentic, I used *verbatim* quotes in data presentation and discussion. The emerging themes from the presented data were then discussed in terms of the research questions. As a reminder to the reader, the research questions are as follows:

- What role do principals play in the establishment and sustenance of teamwork within the schools?
- What are the experiences of principals in the establishment and sustenance of teamwork within the schools?
- What issues do principals experience in the process of teamwork establishment and sustenance in their schools?

In this chapter, I begin by profiling the research sites. This is followed by profiles of the research participants. Later I will present the themes and subthemes that emerged from the interviews. To enhance the discussion of the findings [data], I inject literature that I presented in Chapter Two.

4.2 Profiling the research sites and participants

Brief backgrounds of the sampled schools, School A, School B and School C, and of the research participants now follow.

4.2.1 School A

The first school chosen was School A, which was established in 1995. It is located in the informal settlement. The school is surrounded by squatter camps, congested urban-design houses, and government low-income subsidy houses. The community around the school has electricity, running water and a tarred road to the school. It has three phases, namely, the Foundation, the Intermediate and the Senior Phase. The school has a library and a computer centre. The school building also accommodates learners with physical disabilities. It has a ramp for learners using wheelchairs that begin on the ground floor next to the stairs. The school also has an administration block with a huge staffroom, which comprises an administrative office with two computers and three big photocopying machines. There is also a principal's office, a Deputy Principal's office, the Departmental Heads' offices, educators' toilets, sick room, kitchen and two storerooms. In total, the school has 24 classrooms and four blocks of learners' toilets.

The school falls under Quintile 3 in terms of learners' enrolment. At its inception the enrolment was 385, with nine educators, including the principal, and one departmental head. Since its inception the school's enrolment has grown to 780 learners and 19 members of staff: the principal, the deputy principal, three heads of department and 14 educators. Apart from the staff establishment, there are two Grade R teachers who are paid by grant-in-aid. There are also six support staffs, comprising the administration clerk, the cleaner, the security guard and three kitchen staff. The demographic of the community shows that the parents of most learners are of the middle- to low-income population group. Most of them live in the informal settlement around the school. Most learners in the school receive a social grant from the government.

School A has been characterised by remarkable changes since the arrival of Mr Sodoku (not his real name). Currently, the school academic achievement is 75% in all grades. The school has a clear vision and mission statement that is displayed in the administrative block and offices. The statement highlights the importance of a healthy mind in a healthy body. This indicates that the school is aware of the health of all its

constituents. The school's declared objectives are to give every student the greatest education possible based on their needs and skills, regardless of ethnicity, religion, language, or gender. The mission statement emphasizes the importance of helping learners acquire skills, attitudes, and values that are supportive of their social, intellectual, and personal growth. The objectives are to teach the students the virtues of self-control, respect for others, critical thought, and resourcefulness. By creating a friendly and dynamic atmosphere for the staff with the goal of promoting their personal and professional development, the SGB and the school community want to accomplish this.

4.2.2 School B

The second research site was School B, which was established in 1977. It is located in the township of iNtuzuma, and it is surrounded by four-roomed houses and many low-cost houses – for example, RDP houses, and those that were built from makeshift material (*Imijondolo* in Zulu i.e., shack dwellings). The community around the school has electricity, running water and a tarred road.

School B is a single-storey building. It has three phases, namely, the Foundation, the Intermediate and the Senior Phase. The Foundation Phase comprises Grade R to Grade 3. The Intermediate Phase consists of Grades 4 to Grade 6, and the Senior Phase has only Grade 7. The school has twelve classrooms and one administration block, which has the Principal's and Deputy Principal's offices, and the administrative office. It also has two learners' toilets and two educators' toilets. The school uses the school hall as the Grade 1 classroom. There are 633 learners and two support staff – the administrative clerk and school cleaner.

The school establishment has 16 educators, comprising the Principal, the Deputy Principal, three Departmental Heads and eleven Post level 1 educators, also referred to in this dissertation as teachers, and these include Grade R educators. The school organogram is displayed in the principal's office, highlighting all the staff members

from the principal on top, followed by the deputy principal, the Departmental Heads and the teachers. It also highlights the duties and the responsibilities of each Departmental Head.

The enrolment figures displayed in the principal's office clearly indicate that the school enrolment has increased by 35% from 2016 to date owing to the pass rate. The administration block is very neat, and the principal's office is inviting. There is a vision and mission statement of the school in the foyer and the principal's office, which highlights that their aim is to produce learners who have the potential to solve problems using creative and critical thinking. The school aims to achieve its vision by placing learning and teaching at the centre of its activities, giving its educators an opportunity to expand and develop their teaching skills; preparing learners to become responsible and dynamic members of a democratic society; and working hard to maintain and gain commitment from the community at large.

4.2.3 School- C

The third research site was School C, which was established in 1969 on land that was donated by the missionaries in KwaMashu Township. School C is surrounded by a mixture of houses, such as RDP houses, and two-roomed and four-roomed houses that were built by the apartheid government. The school is well fenced, with security quarters at the gate. The community around the school has electricity, running water and a tarred road. School C is a single-storey building, and has three phases, namely, the Foundation, the Intermediate and the Senior Phase. Before 1994, the school was a Senior Primary comprising Grades 4 to Grade 7. After 1994, it acquired Grades R to 3. There is an alarm system that is positioned only in the administration block. All classrooms have burglar guards.

School C has an enrolment of 608 learners and the staff establishment has 17 educators including the SMT comprising the Principal, the Deputy Principal, three Departmental Heads, 14 teachers and one administrative clerk.

The achievement target of 80% is displayed in the principal's office, as are the various committees, with their duties and responsibilities shown on a big chart, and the school organogram. According to the school principal, the challenges they experienced in the last 12 months included late coming, poor attendance of parents at meetings, and absenteeism of learners, especially in the lower classes. She also disclosed the action that has been taken by her together with the SGB to address these challenges. The next section discusses the research participants.

4.3 Profiling the research participants

The profiles of each research participant from the three schools are summarized in this section. These profiles include information about each principal's gender, age, educational background, experience as a teacher, experience as a principal, and experience in their present schools.

4.3.1 Mr Sodoku: Principal of School A

This first participant was from School A; Mr Sodoku is a 52- year-old African. He started teaching in 1993 as a Senior Primary Phase educator, and got promotion as the principal in the same school in 2005. He had served the Department of Education for 26 years, 14 years as principal and 12 as a Post level One educator. This participant is an experienced educator and manager, with the following qualifications: a Senior Primary Teacher's Diploma (SPTD), ABET certificate, ABET diploma and a Bed (Honours) degree.

4.3.2 Mr Lee: Principal of School B

The second participant, Mr Lee, is a 50-year-old African. He has been teaching at School B from 1987 to date. He has 32 years' experience with the Department of Education: 14 years as a Post level One educator, three as a Departmental Head, and five as the Deputy Principal and 10 years as the principal of this school. This

participant is an experienced educator and manager. He has the following qualifications: SPTD, BA and Honours degrees, and a Master of Education degree, specialising in curriculum studies. Mr Lee has been coaching hockey for 10 years in his school and the district. He has won the best teacher national award in sport.

4.3.3 Miss Cebo: Principal of School C

The third participant, Miss Cebo, is 45 years old. She is the Principal at School C and has served the Department of Basic Education for 18 years; 10 years as the principal, and eight as a Post level One educator. This participant is an experienced educator and manager, with the following qualifications: a Junior Primary Teacher’s Diploma (JPTD), and a BA. She is currently studying for an Honours degree, and teaching three hours a week in the Foundation Phase.

The table below presents a summary of the three participating principals.

	Mr Sodoku of School A	Mr Lee of School B	Miss Cebo of School C
Gender	Male	Male	Female
Age	50-59	50-59	40-50
Leadership experience	14 years	10years	10 years
Number of years’ teaching experience	26 years	32 years	18 years
Qualifications	Honours degree	Master’s degree	Bachelor of Arts Degree
Other responsibilities, if any	Class teaching	Hockey coach	Secretary of Principals ‘Forum

Table 1: Participants’ profiles

The table shows that the principals had a wealth of academic capability as they all had degrees. They were all promoted to principal in the schools they were teaching in, and had experience as principal only in their current schools.

4.4 Themes that emerged from the data analysis

Five themes that emerged from the data generated through semi-structured interviews are presented and discussed in this section. Each theme is supported by *verbatim* quotes from the participants. The themes are as follows; (a) The experiences of principals in establishing and sustaining teamwork within the school; (b) the involvement of all stakeholders in establishing teamwork within the school; (c) the role of principals in establishing and sustaining teamwork within the school; (d) the challenges encountered by the principals in the process of developing and sustaining teamwork within the school; (e) mitigating the challenges. The next section discusses the themes.

4.4.1 Positive experiences in establishing and sustaining teamwork within the school

This section presents what I regard as positive experiences of school principals in establishing and sustaining teamwork within the school. These school principals viewed synergised actions of stakeholders, communication, trust and openness as critical elements of their experiences and that should be inculcated if teamwork has to be sustained.

4.4.1.2 Synergised actions of stakeholders

The participants were asked to share their experiences of teamwork as used in their school. They all pointed out that teamwork was an effective strategy to enhance collaboration among the staff. This is what Mr Sodoku had to say:

“As a principal for more than 10 years, my personal experience of teamwork is good because working in teams encourages the collaborative effort of a group to achieve a common goal or to complete a task in the most effective and efficient way”.

Mr Sodoku also said:

“According to my experience, teamwork promotes sharing of ideas, which enhances personal growth as well as human relations. For instance, in cluster and subjects’ committees we work cooperatively with the same goal; to attain good results”.

The views shared by Mr Sodoku above were also shared by other participants such as Mr Lee, the Principal of School B when he said:

“Teamwork brings about working together and works in collaboration with all the stakeholders”.

Mr Lee did not just explain what teamwork is about, but he went further to highlight the purpose of working together as a team is to uplift and to promote good results. Such a view is also expressed by Miss Cebo when she said:

“As a school principal I would also say that teamwork means working together, sharing responsibilities. Working together assists in achieving the common goal, and members encourage each other. It involves collaboration. People working in a similar organisation will share their ideas and opinions” (Miss Cebo, Principal of School C).

It is clear from the data given by the aforementioned individuals that teamwork is about collaborative work and aiding schools in reaching shared objectives. As instructors are empowered and encouraged to collaborate, the importance of each individual in the classroom is acknowledged in a collaborative culture (Fullan, 2007). Additionally, it fosters a culture of shared accountability and offers the chance for both professional and personal growth. Harris (2004) asserts that teachers are adept at delivering quality work when they cooperate in their teams.

4.4.1.3 Communication

Communication is another subtheme that emerged from the first theme. For teamwork to yield good results, communication was found to be a key. This is what Mr Lee; Principal of School C had to say:

“I would say open communication and trust are what I have experienced in teamwork believe that it should be inculcated among staff”.

The views expressed by Mr Lee were also shared by Miss Cebo, Principal of School C when she said:

“People working in a similar organisation will communicate effectively, share their ideas and opinions. Effective communication also assists in promoting good human relations, which is needed in the school”.

It appears from the generated data that communication is the key for teamwork in schools. Without communication there will be no sharing of ideas, trust, working together and positive human relationship. The views expressed above by the two participants are consistent with some of the views contained in the literature. Rahim and Tuli (2013), Mohanty and Mohanty, (2018) mention that good communication is essential for the success of any organisational aims. In this regard literature correspond with the participants’ view that communication is the key for effective teamwork.

4.4.1.4 Trust and openness

Regarding trust and openness, both Mr Sodoku and Mr Lee highlighted that being part of the team, they experienced trust among team members, and that all team members were open with each other, sharing ideas for a common goal. The success of teamwork is based on trust. Without trust, members will be merely working in the same place. In line with Roger’s statement is Mr Sodoku when he asserts that:

“Teamwork encourages trust and openness. It is work that acknowledges individual strengths so that they complement each other, and in doing so, it brings people together with a sense of sharing vision so that their strengths are applied in a common direction towards meaningful goals”.

The same sentiments were shared by Mr Lee, who mentioned that:

“I would say trust and openness is the key to teamwork as it encourages open communication and sharing of ideas”.

Judging from the responses above, it is clear that the participating principals put more emphasis and value on trust and openness and trust as the benefits of teamwork. In other words, without teamwork trust and openness cannot flourish. Building trust is the foundation of collaboration and teamwork. Bryk and Schneider (2003) in their study revealed that schools with high relational trust were more likely to make marked improvement in student learning. To constitute trust among the members, each member needs to trust his/her colleagues so that all duties are performed well (Heathfield, 2019). Therefore, it is imperative that school principal is able to and actually build trust within the school. By so doing, they will be able to create a culture of collaboration. Trust creates a very positive and healthy working environment where the team members can discuss and suggest any subject or thought comfortably without being afraid to be judged or criticised (Heathfield, 2019).

4.4.2 School principals’ negative experiences in establishing teamwork within the school

The first theme clearly showed that the participants had positive experiences regarding teamwork. However, the analysis also indicates that there were negative experiences about the same subject. Their narratives suggest a number of characteristics that contributed to such negative experiences, and some of them include different personalities, selfishness, arrogance among teachers as well as, the lack of self-confidence among the teachers. These are discussed below.

4.4.2.1 Different personalities that hinder the development of teamwork within the school

From the participants it emerged that teamwork may be positively or negatively influenced by personalities. Different personalities that hinder the development of

teamwork involve teachers' uncooperative attitudes, dishonesty, and lack of self-confidence. This is what Mr Sudoku had to say on the issue of different personalities:

"I would say teachers' attitude on teamwork is bad because of their difficult personalities which lead them not to work in teams. They also become selfish and arrogant. Teachers' inferiority complexes and lack of confidence is what I have always observed in this school".

On the same issue, Mr Lee highlighted the lack of trust as a disruptive influence on teamwork.

"My negative experience is that teamwork is affected by a lack of trust, dishonesty, and a lack of effective communication".

Citing similar experiences, Miss Cebo emphasised that bad relations among educators hindered teamwork. She said:

"You can see how beautiful the school's surroundings are, but there are no good relations among the staff" (Miss Cebo, Principal of School C).

Personalities that enhance teamwork are supportive of each other, sharing ideas, working together and encouraging each other as team members, whereas, uncooperative personalities generate the opposite environment in the schools.

Mr Sodoku, Principal of School A said:

"Teamwork enables members to connect with and support each other, which also enables team members to be creative and confident in doing their work".

On the same issue Mr Lee, Principal of School B added:

"...for teamwork to yield good results educators need to trust and support each other and be able to share ideas without being afraid of being judged".

The above view was also shared the other participants. What can be learned from these participants is consistent with what other scholars highlight about the environments and attitudes that hinder teamwork. Tonduer, (2008) and Ramalepe, (2014) mention that misunderstanding, conflicts and uncooperative attitudes of the team members is a challenge in building trust. However, the participants acknowledge that trust is the root of success in the relationships.

4.5 The involvement of stakeholders in establishing and sustenance teamwork

This is the second theme that emerged from the data. It emerged from a response to the question about the extent to which the stakeholders are involved in the process of establishing teamwork in the schools. Mr Sodoku felt that involving stakeholders was a good idea because everybody is able to work together and solve educational challenges. Similarly, Miss Cebo highlighted that by involving stakeholders in the processes aimed at building teamwork was useful in assisting to solve problems. By so doing, team members are able to support the schools in achieving their organisational objectives. To that end, Mr Sodoku said:

“I will involve all stakeholders through the establishment of different departmental committees as well as school committees, for example, the SMT and the SGB, so that they will be able to work together and solve educational problems”.

Miss Cebo emphasised that by involving all stakeholders, school leaders are assisted in solving problems and in achieving organisational objectives:

“Teamwork is an effective tool to ease the demanding and difficult task at hand. If members come together with their different/innovative ideas, the institutional task is improved, and the organisation is deemed to excel” (Miss Cebo, Principal of School C).

While Mr Sodoku and Miss Cebo emphasised the practice of involving all stakeholders and its benefits for the school, Mr Lee went further to outline a series of steps that he used in involving all stakeholders:

“I would involve the stakeholders as part of the organisations’ expectations in working with them. For example, in monitoring the curriculum the Departmental Heads must be involved at all costs because they are the curriculum specialists, and it is their duty to monitor the curriculum”.

It appears from the responses of the participants that involving stakeholders is a good strategy in developing teams. It was also highlighted from the participants’ perspective that in working together with the stakeholders, schools have equal voice and opportunities. Involving all stakeholders enhances teamwork, which assists in achieving common goals, monitoring progress and celebrating success. According to Ramalepe (2014) involvement of stakeholders in school does not happen by chance. It begins with the adoption of the schools’ code of conduct. The aim of the code of conduct is to establish discipline and purposeful environment which allows the team members to work towards achieving a common goal. Oseiboakye, (2015) mention that involving all stakeholders in teamwork will enhance positive school culture which foster appreciations of each other’s functions.

4.6 The role that school principals play in establishing and sustaining teamwork

This is the third theme that emerged from the data. In this theme, participants’ responses indicated that each participating principal had his/her own set of roles he/she performs. For instance, Mr Sodoku highlighted instructional leadership role in his role of establishing and sustaining teamwork, and he said:

“The role I play as an instructional leader in this school is to provide team leadership skills, encourage collaboration among teachers, and facilitated teamwork”.

The views articulated by Mr Sodoku were supported by those of Mr Lee, Principal of School B. This is what he had to say:

‘As the accounting officer of the school, my role is to delegate duties to the subordinate, give support, monitor the implementation of teamwork, coordinate all the structures to be able to work hand-in-hand, and create the environment that will make

all the educators work together, I will also monitor the results, and give them opportunities to meet, make time for reflection and sharing ideas and challenges’.

Similarly, Miss Cebo indicated the importance of encouraging staff to work together, and said:

‘I personally encourage the staff members to work in teams. When the staff works together, they are able to help one another in solving problems. I also assign duties among the staff so that we will be able to reach the deadlines’.

In building and sustaining teamwork, the role of the school principal was found to be important. The role highlighted providing teachers with leadership skills, support and mentoring for them to be able to work together in a team. According to Pitsoe and Isingoma, 2014, the weapon for teachers’ organisational change and success is through teamwork. Therefore, it is the responsibility of the principal as the instructional leader to establish teamwork for the success of the organisational goals.

4.7 Challenges faced by principals in the process of establishing and sustaining teamwork within the school

This is the fourth theme that emerged from the data generated. The challenges mentioned were unclear goals, disagreement among the team members, and the lack of time for planning. All three participants highlighted unclear goals, lack of time for planning, laziness and bad human relations as their main challenges. Mr Sodoku also highlighted the solutions to those challenges and said:

‘There are challenges one experiences in the process of establishing teamwork. Amongst them are lack of time for planning, unclear goals, conflict among team members’.

Some of the comments made by Mr Sodoku were similar to those of Miss Cebo, who also highlighted the challenges they encountered in establishing teamwork. Miss Cebo stated that:

“Lack of cooperation among team members, conflict amongst team members, laziness from some team members hinder the development of teamwork, and not enough time for members to meet”.

Similarly, Mr Lee stated:

“There are challenges that we face as a school, like educators who are always negative, not supportive of school activities; they do not want to work with others. Other challenges are negative attitudes and conflict among educators”.

Speaking of the challenges faced by the principals in establishing and sustain teamwork in school, Ramalepe (2014) highlight that laziness of team members (Departmental Heads, Deputy Principal and Principal) may lead to some members being overloaded and this threatens the team building process in school. In the light of these statements, it is essential for the principal to consider the challenges that might hinder the establishment and the implementation of teamwork, since establishing teamwork is about providing change in the professional culture of the school. Edwards (2012) posits that change is an essential process for members whose understanding and knowledge are taken into consideration. Tonduer (2008) mention that school principals should overcome the challenges by focusing on professional and human resource development.

4.7.1 Disagreement among team members

The first subtheme that emerged from this fourth theme was the issue of disagreements among team members. This is another challenge that was highlighted by the participants. Two of the three school principals responded similarly on this issue. Of the many challenges they faced, they said conflicts among team members was the main issue affecting the teamwork establishment. This is what Mr Sodoku said:

“There are challenges one would experience in the process of establishing teamwork, but because of time, I will mention a few I felt are important. For example, conflict among team members, lack of objectives, and failure to stick to the meeting agenda”.

Mr Lee highlighted the issue of negative attitudes and conflicts among staff as some of the factors that hindered teamwork in his school. This is what he said about disagreements and conflicts among staff members:

“Other challenges are negative attitudes and conflict among educators, which affect the development and sustaining of teamwork”.

Highlighting similar challenges, Miss Cebo added:

“Disagreement amongst team members, the laziness of some team members hinders the development of teamwork”.

Group conflict, as pointed out by van Niekerk (2007), leads to the dysfunctionality of the school system. However, various scholars argue that conflict can be considered as inevitable and normal in organisational change (Van der Mescht & Tyala, 2008). Some literature indicates that there are some positive aspects of conflicts among the staff. For example, when people work as a team, they may discover the need to be tolerant, flexible and receptive (Van der Mescht & Tyala, 2008). Thus, collaboration helps to discover those aspects of their own personalities where they most need to grow. In other words, conflict may not always be seen in a negative light as it may benefit the individuals involved and team organisation.

4.8 Mitigating the principals’ challenges in establishing and sustaining teamwork within the school

This is the fifth theme that emerged from the data. The following subthemes: delegation, communication, time and leadership support serve as strategies in alleviating the challenges of building teams. These are discussed below.

4.8.1 Delegation a strategy to mitigate the challenges of establishing teamwork

The first subtheme from the fifth theme concerns the notion of delegation responsibilities to the teaching staff. Two out of three school principals that

participated in this study mentioned delegation or distributed leadership as one of the strategies that they used to manage teamwork in schools. All three acknowledged that in ensuring good relations among the staff, they need to work together with other stakeholders. They also acknowledged that there are capable people in their schools who have different capabilities and expertise. Therefore, to mitigate the challenges they encountered, they utilised different committees that are assigned with certain responsibilities. All three principals felt that assigning different tasks to various people makes them feel important and part of the school, which ultimately, leads to their having positive attitudes towards the school. The participants also mentioned that giving responsibility to the people who are always resistant makes them feel they are important in the institution. Highlighting this point,

Mr Sodoku, remarked, “Mitigating *the challenges*, “*I would assign duties to other stakeholders*”. Arguing along similar lines, Mr Lee said:

“To mitigate the challenges, I would delegate duties to all the stakeholders in school, and make sure that I emphasised reporting back”.

While the two school principals hypothetically talked about the notion of delegation of duties and responsibilities, Ms. Cebo, expressed a slightly different view, and said,

“I would visit team members and give them a talk on the importance of teamwork”.

The views expressed above confirmed that through delegation and support provided by the school principals, teamwork can be developed and sustained. It is evident from the leadership and management perspective that delegation is the fundamental element of successful teamwork (Cormier-Hill, 2019). It assumes that delegation can expand the capacity of a manager, and also enhance productivity for the success of the team.

4.8.2 Communication as a means of alleviating challenges

This is the second subtheme from the fifth theme. On the issue of communication as the strategy to alleviate the challenges in establishing teamwork, Mr Lee and Mr Sodoku said that challenges can be alleviated through effective communication

amongst staff members. Mr Lee made the following comment about how effective communication can be used to alleviate the challenges to establishing teamwork; he said:

“I will also identify the challenge and deal with it directly, support where there is a need, communicate with them, be firm and fair, redesign the working strategy in the school, revise our roles as school personnel, and set aside time for addressing challenges and solutions”.

In the same manner, Mr Sodoku mentioned the flow of communication as the best strategy to reduce the challenges in establishing and sustaining teamwork. When all the stakeholders in the school environment communicate with each other and share ideas, they will tend to motivate each other. By doing that they gain momentum and the teamwork flourishes. This is what Mr Sodoku had to say:

“I will make sure that there is a flow of communication among team members; I will also manage conflict in a positive manner”.

From the views expressed in the extract above, it is clear that communication in school is a good strategy as it provides opportunities for interpersonal interaction that are likely to produce desired behavioural changes among stakeholders. These in turn reduce the challenges in establishing teamwork. Rahim and Tuli (2013) claim that communication lines is important for effective teamwork in a school and any other organisation.

4.8.3 Setting aside time

The importance of setting aside time for engagement with staff emerged from the analysis. Therefore, different participants shared their views and experiences in this regard. For instance, the Principal of School A had this to say about the need to set aside time:

“I will set aside time for interaction with teachers as well as honouring their time and scheduling a staff meeting to discuss the significance of teamwork establishment” (Mr Sodoku, Principal of School A).

The participants’ responses indicated that setting aside time can be used to mitigate the challenges that are encountered when trying to establish and/or sustaining teamwork. All three participants believed that setting aside time for stakeholders to meet and plan would reduce their challenges. This was confirmed by Mr Sodoku when he said:

“Setting aside time for educators to plan and to organise teaching activities, creates an ample opportunity for them to work in teams”.

A similar view was expressed by Ms. Cebo, Principal of School C when she said:

“Time arrangement in the afternoon is organised for teams to meet. Teams will be requested to meet at different times due to shortage of space in the school”.

These comments indicated that the best way to improve team and self-management is to improve time management. Time is the most valuable resource available in the schools, and it requires effective management (van Nierkerk, 2007).

4.9 Chapter summary

The analysis of the information obtained from the semi-structured interviews with the three principals was presented in this chapter. Also displayed were various themes and sub-themes that developed from the generated data. The study's summary, key findings, and general policy recommendations are presented in the next chapter.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter dealt with the presentation and the discussion of the findings. This chapter presents the conclusions that are drawn from the findings and based on these conclusions, recommendations are proposed. I begin this chapter by presenting a recap of the study summary in which I highlight how each chapter unfolded. In bringing this chapter to a close, I make relevant recommendations informed by the conclusions of this study.

-5.2 Summary of the study

As highlighted in Chapter One, the dissertation is divided into five chapters. I began Chapter One by presenting the orientation and the background of the study. The need for the study was also discussed by highlighting the importance of teamwork in schools. The research questions driving the study were also presented. The initial review of literature indicated that little had been done in South Africa that relates to the responsibilities of school principals in establishing and sustaining teamwork within the schools.

In Chapter Two, I reviewed both national and international scholarly literature, focusing on the several issues relating to the notion of establishing and sustaining teamwork within the schools. From the literature reviewed, there are issues that stood out prominently, and these include the challenges that the school principals experienced in the process of establishing teamwork within the school. The strategies that they adopt in order to implement and mitigate the challenges were highlighted. The distributed leadership theory and collegial model of management were discussed as the theoretical framework underpinning the study. I provided a thorough explanation of the study's methodology and research design in Chapter Three. I utilised a case study as the methodology for my qualitative research design. I was able to portray the truth of the school administrators' experiences with and opinions about

teamwork from their own viewpoints by using a case study. The primary technique for gathering information from the three school principals in the KwaMashu Circuit was semi-structured interviews.

In Chapter 4, the conclusions drawn from the data collected from the three participants were presented and discussed. Five key themes and subthemes that emerged from the data analysis process were used to organize the findings. The main themes covered the experiences of school principals in establishing and maintaining teamwork, the participation of all stakeholders in establishing teamwork, the role of principals in establishing teamwork, the difficulties principals faced in establishing teamwork, and the methods employed to overcome those difficulties. I talked about the administrators' positive and negative experiences in fostering and maintaining teamwork in their schools as I presented the participant's experiences.

In Chapter Five, I present the summary of the study, the conclusions made and the recommendations drawn from the conclusions. The key research questions are used to present the findings. Given the findings presented in Chapter Four, conclusions are drawn in Chapter Five, and these are discussed using the critical questions.

5.3 Conclusions and discussions

5.3.1 The experiences of school principals in establishing and sustaining teamwork within the school

The findings of this study as presented in the previous chapter, have demonstrated that principals know the value of teamwork in their schools. However, they highlighted the challenges they faced in the process of establishing it among staff members. From the findings, collaboration, trust and communication emerged as the key factors that characterised the school principals' experiences regarding teamwork.

5.3.1.1 Collaboration

Collaboration among the teaching staff was found to be enhancing teamwork in all three schools. With collaboration in place among staff members, teamwork is likely to flourish because of transparency and accountability among them. In all three schools it was found that teamwork was viewed as a good strategy to enhance collaboration, as it created a culture of working together and sharing of ideas. All three principals emphasised that when teachers and managers work together there is a possibility of achieving meaningful results.

5.3.1.2 Trust

Judging from the participants' responses it was found that trust is the fundamental aspect in teamwork. The participants highlighted that with trust, each individual in a team becomes stronger, because he or she is part of an effective, cohesive group. Trust is essential for an effective team because it provides a sense of safety when the team opens up and exposes their vulnerabilities. Furthermore, the participants mentioned that team members are able to be open with each other as they share ideas in achieving common goals. Another participant indicated that trust is the foundation of teamwork in any organisation, as it encourages healthy relationships among staff which is difficult to achieve.

5.3.1.3 Communication

Another key factor that emerged from the findings was the importance of communication. It emerged that teams are characterised by good communication. It was highlighted that communication is a strategy to allow team members to understand their roles and the roles of everyone else in the team. Through communication there is room for understanding among the team of what needs to be done. It was found that effective communication assists in building and promoting good human relations,

which are a fundamental requirement for all institutions. There are few conclusions that I can draw from the findings. One of the conclusions is that the three participating principals demonstrated a fair understanding of the concept teamwork. However, when it comes to the notion of their practices, it did not come out clearly whether they actually established and sustained effective teamwork as they wanted to. For instance, their views about collaboration, trust and communication, they all spoke about these issues as values that should prevail in schools due to their efficacies. Not much came out about the extent to which they had any measure of success in establishing and sustaining teamwork.

5.4 Stakeholders involvement in establishing and sustaining teamwork

Establishing and sustaining teamwork appears to be a challenging act. However, creating committees assisted to a large extent in starting teamwork. Teamwork is found to be helping in building a positive culture in a school. With teamwork enforced, the staff has a clear division of labour. Each division is headed by an efficient leader with the full support of all members. As the leader consults and takes initiatives, he or she is banking on members for their support in playing their roles. It was found that schools with effective teamwork were able to achieve milestones in collaborative work. Also, through teamwork, they were able to enhance the strength of each individual. The participant highlighted that involving stakeholders in teamwork promotes the well-being and effectiveness of the school community. It also enhances learning and teaching. Through teamwork educators will learn to share responsibility for their tasks and succeed in building social skills whereby the common goal is achieved. However, while the participants expressed all these noble ideas about teamwork, my conclusion is not highly positive. The manner in which the participants expressed their views and experiences was more speculative than actually stating existing realities. To me, it consistently sounded like the expression of ideals rather than what was actually obtaining in their schools.

5.5 Challenges faced by principals in the process of establishing and sustaining teamwork

There are many challenges that the school principals said they experienced in the process of establishing and sustaining teamwork. The study revealed that conflicts among team members were a challenge, and so was the lack of time for planning and unclear goals.

5.5.1 Disagreements and conflicts among the team members

On the issue of disagreements and conflicts, two of the three participant principals shared the experience of disagreement among teammates, which made it difficult for them to establish and sustain teamwork in their schools. They highlighted those conflicts were caused by uncooperative attitudes displayed by the educators towards each other and school management members. However, there were different views among the participants about the role of disagreements and conflicts in organisations. While they mentioned some of the positive contributions of conflicts, I did not find any substantive evidence that disagreements and conflicts had positive effects in their own schools as organisations. Therefore, I can conclude that the challenges of staff negative attitudes and other factors remained as obstacles that hindered effective teamwork in their schools.

5.6 Mitigating school principals' leadership challenges in establishing teamwork within the school

The participants perceived mitigating challenges as their responsibility. In order for teamwork to flourish in their schools they use various strategies. Those they deemed suitable were effective communication, distributed leadership, trust, delegation, and time management. This was evident when the participants committed themselves during the interviews to distributing leadership among stakeholders so that they would be able to work together. A culture of communication was seen as the strategy to alleviate challenges in teamwork. The participants promised to establish it so that every individual in a team could understand their roles and those of others. To ensure that delegation takes place the principals committed themselves to matching the task

they needed to delegate with the interests and development of team members. They also committed themselves to provide support, and arrange time to check and review progress. My conclusion here is that these strategies remain at hypothetical level rather than the actual strategies that they used. All their narratives remained at the level where they promised to adopt these strategies because they valued them.

5.7 Recommendations

The following are the recommendations based on the conclusions drawn above.

5.7.1 Recommendation One

The conclusions have indicated that the notion of teamwork remains at an idealist level rather than a reality at school level. Therefore, it has emerged that no specific initiative to establish teamwork existed despite the positive views that school principals had. Therefore, to establish and maintain teamwork in the schools, it is recommended that suitable, on-going professional development and empowerment for principals is undertaken. Professional development training conducted inside or outside the school premises may provide the principals with the best leadership skills they need so that they could be able to lead and manage their schools effectively.

Professional development in the form of in-service training should be established as an on-going process. This will equip the principals with the strategies to be used to alleviate the challenges they encounter in the process of establishing and sustaining teamwork. Providing appropriate professional development and empowerment, principals may learn how to transform the knowledge they acquire into practice. In this regard, training platforms such as seminars, workshops, community forums, meetings and other activities such as team-building games may serve as an excellent strategy for professional development. Such development initiatives need to be supported by all stakeholders, including the SGBs, the SMTs and the educators, and it has to be sustained to ensure the long-term stability of teamwork in the school.

5.7.2 Recommendation Two

Given the realities of the school as a learning organisation where all stakeholders need to communicate and work as teams for the school's benefit, communication is regarded as the cement which holds the team together. It is therefore recommended that the school principal need to make sure that the planning that takes place in the schools is communicated to all the stakeholders involved, and that all the activities implemented in the school, such as drawing up policies, decision making, and delegation, are communicated to all parties involved. Principals may not achieve sustainability working as solo performers; they need to involve the entire staff so that they can draw from other parties and leaders in the terrain of sustainable teamwork.

5.7.3 Recommendation Three

The notion of collaborative work and distribution of work among the teaching staff came up as important. It is therefore, recommended school principals as a team leader need to embrace the notion of distributed leadership and, perhaps attend some training about how this can be done at school level. This will ensure that the usual delegation of duties and responsibilities is not subverted to appear like distributed leadership practices. There are some misunderstandings surrounding distributed leadership and delegation of duties. In other words, some participants speak about mere delegation as if it is distributed leadership. Since distributed leadership is important and the establishment of teamwork forms an important basis on which this notion of distributed leadership can be developed. It is therefore, important that school principals are conversant with both and embrace them.

5.7.4 Recommendation Four

On the issue of disagreements and conflicts among staff members, it is important the school principals are able to develop a supportive culture where every member of the school is able to learn to support each other and share ideas. It helps if the school principal is able to handle disagreements and conflicts among staff members such that they do not develop and spiral out of control and destroy the ethos of the schools. One of the ways to do this is to ensure that that everyone in a team has an important task

that s/he values to perform. The principal could also help ensure that all team members are clear about their objectives, both personally and collectively. The creation of a culture in which everyone is free to come and talk to others when they are having problems is critically important for the school principals.

5.8 Chapter summary

This chapter presented a summary of the study and its conclusions on the basis of which recommendations are made. However, I also acknowledge the fact that this study is too small to be able to make wide ranging recommendations even beyond the boundaries of the three schools. Nevertheless, the findings and conclusions do add to the current literature regarding the notion of teamwork and distributed leadership and collaboration in schools.

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APPENDIX A

Letter requesting permission from the Department of Education to conduct the research

60 Calendula Crescent

Avoca Hills

4051

02 February 2019

Attention: The Head of Department

Department of Basic Education

Province of KwaZulu-Natal

Private Bag x9137

Pietermaritzburg

3201

Dear Sir/Madam

Request for the permission to conduct the research in KwaMashu Circuit Primary Schools

My name is Nonhlanhla Khuluse. I am currently studying for Masters in the School of Education at the University of KwaZulu- Natal Edgewood Campus. The programme is a two-year degree which involves coursework and dissertation. I am required to conduct research as part of the coursework dissertation for the degree. I therefore kindly seek the permission to conduct research in the following Primary Schools under your jurisdiction in Pinetown District.

The title of my research project is: **The role of principals in the establishment and sustenance of teamwork within the school: A case study of three primary schools in KwaMashu Circuit.**

This study aims at exploring principal's role in the establishment and sustenance of teamwork within the school. I am hoping of interviewing principals of the schools since they are the custodians of information. The study will use semi-structured interviews to gather data. Participants will be interviewed for approximately 25-30 minutes at their convenient times and each interview will be voice recorded. Their responses will be treated with confidentiality and pseudonyms will be used instead of the real names in the reporting of data. Participants will be contacted well in advance for

interviews as they have been purposively selected to participate in the study. Participation will always remain voluntary which means participants may withdraw from the study for any reason, anytime if they so wish without incurring any penalties.

This study is supervised by Dr S.D. Bayeni. Tel: (031) 260 7026, Email: Bayenis@ukzn.ac.za , My contact details are: N. Khuluse, cell: [REDACTED] Email: cilokhulusekuhl@gmail.com

Research tools are attached herewith for your perusal.

Your positive response in this regard will be highly appreciated

Thanking you in advance

Yours Faithfully

N. Khuluse (student)



education

Department:
Education
PROVINCE OF KWAZULU-NATAL

Enquiries: Phindile Duma

Tel: 033 392 1063

Ref.:2/4/8/1793

Mrs N Khuluse
60 Calendula Crescent
Avoca Hills
4051

Dear Mrs Khuluse

PERMISSION TO CONDUCT RESEARCH IN THE KZN DoE INSTITUTIONS

Your application to conduct research entitled: **"THE ROLE OF PRINCIPALS IN THE ESTABLISHMENT AND SUSTENANCE OF TEAMWORK AMONG EDUCATORS: A CASE STUDY OF THREE PRIMARY SCHOOLS IN KWAMASHU CIRCUIT"**, in the KwaZulu-Natal Department of Education Institutions has been approved. The conditions of the approval are as follows:

1. The researcher will make all the arrangements concerning the research and interviews.
2. The researcher must ensure that Educator and learning programmes are not interrupted.
3. Interviews are not conducted during the time of writing examinations in schools.
4. Learners, Educators, Schools and Institutions are not identifiable in any way from the results of the research.
5. A copy of this letter is submitted to District Managers, Principals and Heads of Institutions where the Intended research and interviews are to be conducted.
6. The period of investigation is limited to the period from 03 June 2019 to 04 January 2022.
7. Your research and interviews will be limited to the schools you have proposed and approved by the Head of Department. Please note that Principals, Educators, Departmental Officials and Learners are under no obligation to participate or assist you in your investigation.
8. Should you wish to extend the period of your survey at the school(s), please contact Miss Phindile Duma at the contact numbers below.
9. Upon completion of the research, a brief summary of the findings, recommendations or a full report/dissertation/thesis must be submitted to the research office of the Department. Please address it to The Office of the HOD, Private Bag X9137, Pietermaritzburg, 3200.
10. Please note that your research and interviews will be limited to schools and institutions in KwaZulu-Natal Department of Education.

Pinetown District



Dr. EV Nzama
Head of Department: Education
Date: 05 June 2019

KWAZULU-NATAL DEPARTMENT OF EDUCATION

Postal Address: Private Bag X9137 • Pietermaritzburg • 3200 • Republic of South Africa

Physical Address: 247 Burger Street • Anlon Lembede Building • Pietermaritzburg • 3201

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...Celebrating Quality Education - Creating and Securing a Brighter Future

APPENDIX B

Consent letter requesting permission from the school to conduct the research

60 Calendula Crescent

Avoca Hills

4051

02 February 2019

Attention: The Principal

Dear Sir/Madam

Request for the permission to conduct the research in your school

My name is Nonhlanhla Khuluse. I am currently studying for Masters in the School of Education at the University of KwaZulu -Natal Edgewood Campus. The programme is a two-year degree which involves coursework and dissertation. I am required to conduct research as part of the coursework dissertation for the degree. I therefore kindly seek the permission to conduct research in your school from June to July 2019.

The title of my research project is: **The role of principals in the establishment and sustenance of teamwork within the school: A case study of three primary schools in KwaMashu Circuit.**

This study aims at exploring principal's role in the establishment and sustenance of teamwork within the school. To gain the understanding, I will explore the experiences of you the school principal through interviews. Your identity will not be divulged under any circumstances during and after the process. The interviews will be voice recorded. All your responses will be treated with confidentiality and pseudonyms will be used instead of your real name in the reporting of data. You will also be contacted well in advance for interviews as you have been purposively selected to participate in the study. You may withdraw from the study for any reason, anytime if you so wish without incurring any negative penalty on your part.

This study is supervised by Dr S.D. Bayeni. Tel: (031) 260 7026, Email: Bayenis@ukzn.ac.za ,

My contact details are: N. Khuluse, [REDACTED]. Email: cilokhulusekuhl@gmail.com

Research tools are attached herewith for your perusal.

Your positive response in this regard will be highly appreciated

Thanking you in advance

Yours Faithfully

N. Khuluse (student)

Declaration

I _____ (full name of participant) hereby confirm that I understand the content and focus of this study: **The role of principals in the establishment and sustenance teamwork within the school: A case study of three primary schools in KwaMashu circuit.**

The researcher has fully explained to me the purpose and nature of the study, she also has given me an opportunity to ask questions when I needed clarity on issues pertaining to study. I therefore understood everything that has been explained and that I am at liberty to withdraw from the study at any time should I desire.

I therefore grant the permission for the project to be conducted in my school.

Signature of participant _____

Date: _____

Signature of witness: _____

Date: _____

Thanking you in advance

N. Khuluse

APPENDIX C

Letter requesting principal to participate in the study

60 Calendula Crescent

Avoca Hills

4051

02 February 2019

Attention: The Principal

Dear Sir/ Madam

Request for your participation in the study

My name is Nonhlanhla Khuluse. I am currently studying for Masters in the School of Education at the University of KwaZulu- Natal Edgewood Campus. The programme is a two-year degree which involves coursework and dissertation. I am required to conduct research as part of the coursework dissertation for the degree. I therefore humbly request for your participation in the study during the month of June to July 2019.

The title of my research project is: **The role of principals in the establishment and sustenance teamwork within the school: A case study of three primary schools in KwaMashu Circuit.**

This study aims at exploring principal's role in the establishment and sustenance of teamwork within the school. To gain the understanding, I will be exploring the experiences of you as the school principal through interview. The interview questions will be semi-structured to allow your flexibility when gathering data. You will be interviewed for approximately 25-30 minutes at your convenient times and each interview will be voice recorded. All your responses will be treated with confidentiality and pseudonyms will be used instead of your real name in the reporting of data. You will also be contacted well in advance for interviews as you have been purposively selected to participate in the study. Your participation will always remain voluntary which means you may withdraw from the study for any reason, anytime if you so wish without incurring any negative penalty on your part.

Please note that: There will be no financial benefits that you may obtain as a result of your participation in this project.

This study is supervised by Dr S.D. Bayeni. Tel: (031) 260 7026, Email: Bayenis@ukzn.ac.za ,

My contact details are: N. Khuluse, [REDACTED]. Email: cilokhulusekuhl@gmail.com

Research tools are attached herewith for your perusal.

Your positive response in this regard will be highly appreciated

Thanking you in advance

Yours Faithfully

N. Khuluse (student)

Declaration

I _____ (full name of participant) hereby confirm that I understand the content and focus of this study: **The role of principals in the establishment and sustenance of teamwork within the school: A case study of three primary schools in KwaMashu circuit.**

The researcher has fully explained to me the purpose and nature of the study, she also has given me an opportunity to ask questions when I needed clarity on issues pertaining to study. I therefore understood everything that has been explained and that I am at liberty to withdraw from the study at any time should I desire.

I therefore consent/ do not consent to participate in the interview (underline the selected option).

Signature of participant _____

Date: _____

Signature of witness: _____

Date: _____

Thanking you in advance

N. Khuluse

APPENDIX D

Interview Schedules

Semi-structured interview with the principal

Section A

1. Biological details of participants' school principal:

- 1.1** Age: How old are you?
- 1.2** Gender: Are you male or female?
- 1.3** Qualifications: What is your highest qualification?
- 1.4** What position/s of leadership did you hold before becoming a principal?
- 1.5** Is there any mentorship program or professional training you have undergone to prepare you for the role of a school principal?
- 1.6** Is there any training you receive after appointed as a principal that equips with the roles and the responsibilities of a school principal?
Justify

Section B

2. Experiences of principals on teamwork within the school.

- 2.1** What is your understanding of teamwork?
- 2.2** What are your experiences on teamwork in school?
- 2.3** Do you perceive teamwork as a useful strategy to be employed in school? Why?

3. The role of principals in relation to quality management of teamwork within the school.

- 3.1** What role do you play in relation to quality management of teamwork within the school?

- 3.2** What are the leadership and management strategies that enhance teamwork among educators?
- 3.3** Why is it necessary for educators to work in teams?
- 3.4** What are the educator's challenges when working in teams?
- 3.5** What are the challenges do you experience in the process of establishing teamwork in school?
- 3.6** How do you mitigate or solve those challenges?

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