

## **CHAPTER SIX**

# **6 SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

## **6.1 INTRODUCTION**

In this final chapter, a summary of the previous chapters of the research survey is given. This is followed by the overall findings of both the literature study and the empirical research. Furthermore, a set of recommendations for the improvement of team management in secondary schools as well as a conclusion is provided.

## **6.2 SUMMARY**

In chapter one, the background to the study was discussed and the problem of the research stated. The research aims were stated from both theoretical and empirical perspective and the methodology of achieving these aims were given. In addition, a division according to chapters was made. The chapter ended with a discussion of related research.

Chapter two addressed the first aim of this survey, i.e. the nature of team management. Firstly, a distinction was drawn between team management and participative management. Thereafter the theoretical foundation of team management was analysed by discussing theories relevant to team management. The advantages and disadvantages were discussed as well as the elements of team management.

In chapter three, the task and role of the principal in the team management process was reviewed and analysed from a managerial perspective. The chapter ended with a discussion of the role of the principal in team building.

In chapter four the empirical aspects of the survey were presented. The chapter included a discussion of the design of the study, population and sample, method of gathering data, advantages and disadvantages of questionnaires as research tool, development of the questionnaire items, format and content of the questionnaire, pilot study, covering letter, administrative procedure and statistical techniques used in analysing the data.

In chapter five attention was given to the presentation, analysis and interpretation of data. The responses to each question item were presented in the form of tables indicating

frequencies and percentages, followed by an analysis and interpretation of the data presented.

The overall aims of this research survey as stated in chapter one were achieved as indicated in the following findings.

## **6.3 RESEARCH FINDINGS**

### **6.3.1 Findings with regard to Aim 1**

Regarding Aim 1, namely to determine from the literature the nature of team management (cf. 1.3), the following findings were made:

- In a team there is a shared perception, common purpose, agreed procedure, commitment and co-operation which are seldom present in a group (cf. 2.2).
- Team management is the art of mobilising the intellectual resources of all the teachers in the service of the school. It integrates members, irrespective of organisational rank or title, into decision-making, conflict-resolving and leadership process (cf. 2.2).
- Team management is underpinned and characterised by Maslow's Theory of Needs, Herzberg's Dual Factor Theory, McGregor's Theory X and Y, Likert's System 4 and Argyris's Mature Person (cf. 2.4).
- Team management consists of the following elements: leadership, communication, participative decision-making and shared authority (cf. 2.7).
- For team management to be successful, a 9,9 (Team management) leadership style which aims to integrate high productivity and high morale through team work is necessary. This style emphasizes the involvement of those participants who are responsible for both planning and execution. An open, two-way communication process forms an important ingredient of this style (cf. 2.7.1.5).
- Every member of the team should share the responsibility for maintaining communication. However, the responsibility for keeping communication channels open, rests with the team leader or principal (cf. 2.7.2.2).
- Team management promotes the sharing of power and authority between the principal (team leader) and teachers in a non-threatening way (cf. 2.7.4).
- There are different team roles which members can play in a team (cf. 2.8.3).

- The leadership of the team is not static. It will change frequently depending on the task and the expertise of the members (cf. 2.8.3).
- Teams develop through four stages, namely, forming, storming, norming and performing (cf. 2.9).
- Principals delegate responsibility while withholding authority in the mistaken belief that they are ensuring the implementation of that responsibility (cf. 3.2.2).
- There is a belief by some leaders that task concern and people concern are in conflict with one another and that the more a leader is concerned with the task, the less he would be concerned with people and vice versa (cf. 3.2.3.3).
- Fulfilment of high order needs of teachers contribute to motivation and teacher satisfaction. However, assigning teachers to subjects they are not competent in or qualified to teach or are not interested in, might result in frustration and dissatisfaction (cf. 3.3.6).
- A high degree of trust is essential in team management. However, hostility, fear and distrust, mar the flow and acceptance of relevant information and distorts communication (cf. 3.4.6)
- Teacher participation becomes meaningful when it has a significant impact on the decision outcome (cf. 3.5).
- Solutions and decisions unilaterally made and imposed from above have little chance of success (cf. 3.5).
- Effective participation requires certain skills, understandings and knowledge. Participants at all levels, therefore, can benefit from training aimed at developing their capacity to participate effectively (cf. 2.8.3).
- Some of the factors which enhance the adoption of team management are: climate of sound working relationship (cf. 3.3.5); active listening (cf. 3.4.2) and feedback (cf. 3.4.4); commitment (cf. 2.8.1); training (cf. 2.8.2); and cohesion (cf. 2.8.3)
- The factors which hinder team management, are the following: participation costs (cf. 2.7.3.3); tradition-bound managers (cf. 2.7.3.3); failure to understand team management (cf. 2.7.3.3); lack of security (cf. 2.7.3.3); and fear (cf. 2.7.3.3)

### **6.3.2 Findings on Aim 2**

With regard to Aim 2, namely the task and role of the principal in facilitating team management, the following was found from the literature :

- The principal's task is to plan with his HODs and senior teachers, i.e. the management team, what they are going to do, how and when they are going to do it (cf. 3.2.1)
- His role is to ensure that the plans of the different teams complement one another in promoting school goals (cf. 3.2.1).
- Setting clear and attainable objectives for the team, identifying targets and establishing ways of measuring their progress towards achieving those targets, forms part of the task of the principal (cf. 3.2.1).
- The principal should distribute the work load evenly and match the strength of team members with the task areas where their strength can best be utilised. He should make certain that tasks are distributed according to the interests, abilities and qualifications of members (cf. 3.2.2).
- The principal must convene regular formal meetings of his management team and ensure that HODs also do the same with their teams. His role during team meetings should be to facilitate understanding, listening and participation (cf. 3.2.2).
- The principal should make team members to feel that they belong, are secure and worthwhile, are treated fairly, are making contributions, are growing, are achieving, are respected, and a part of the group (cf. 3.3.6).
- Team members require high morale to be effective in their job and the principal is in the right position to develop, nurture and maintain positive morale (cf. 3.3.5.2).
- The principal should give his staff interesting and worthwhile work to do, create opportunities for advancement, establish good human relations; and in return for this care and concern, he will be rewarded with co-operation and teamwork by his staff (cf. 3.3.5.1)
- In facilitating and improving communication, the principals role is to create formal channels for upward, downward, horizontal and diagonal flow of communication to enable information reaching relevant people expeditiously (cf. 3.4.1).

- The principal should develop a skill of communicating the appropriate amount of information which teachers can handle at a time; break up a long message into manageable units to facilitate internalisation and comprehension (cf. 3.4.1).
- The principal should be an active listener. Through listening he can get some ideas, opinions and feelings of his team (cf. 3.4.2).
- His role also is to provide feedback. He must criticise poor performance of teachers who do not measure up to agreed upon standards of performance. He must also give positive feedback when the task has been done according to set standard (cf. 3.4.4)
- The principal should be open and honest about what he thinks of the teachers with regard to their work performance. By being secretive he will cause unnecessary anxiety (cf. 3.4.5).
- The principal should promote the effective participation of team members in decision-making. He must treat this participation not as a favour but as their democratic right. He should not make it difficult for them to contribute their ideas (cf. 3.5).
- The principal's role is to level the decision-making field by ensuring that all participants have sufficient information on the topic under discussion (cf. 3.6.1 & 3.6.2).
- In his role as a team builder he must pay attention to the dimension of consideration (concern for people) and the dimension of structure (concern for production) (cf. 4.6).

### **6.3.3 Empirical research findings**

#### **6.3.3.1 Biographical data**

- The empirical research has revealed that in the secondary schools there is more or less a balance of sexes. However, females are under-represented in senior management positions. (cf. 5.2.1)
- Evidence of sexual discrimination exist in all three regions in Gauteng. In the North, for every one female principal, there are five males; in the Central and South regions there are four males for every one female principal. (cf. 5.2.1)
- The majority of the respondents are under the age of 40. The younger generation of teachers, those in the 20-29 age group, are in the minority. (cf. 5.2.2)
- The majority of principals in the North and Central regions are in the 40 -49 age group while in the South they are in the 30 - 39 age group. (cf. 5.2.2)

- Half of the principals have fewer than five years' experience in their posts as principals. (cf. 5.2.3)
- More than half of the respondents have Std 10 as the highest academic qualification. (cf. 5.2.4)
- Very few principals have Std 10 as their highest academic qualification in contrast with an equal number of teachers who have a doctorate as their highest qualification. (cf. 5.2.4)

#### **6.3.3.2 Leadership**

- The majority of the principals perceived their leadership style as being a 1,9 and their backup style as 9,1. (cf. 5.3.1.8)
- Most of the HODs viewed their principals' leadership style as a 9,9 and their back-up style as a 1,9. (cf. 5.3.1.8)
- The majority of teachers perceived the leadership style of their principals as being a 1,1 and back-up style being 5,5. (cf. 5.3.1.8)

#### **6.3.3.3 Communication**

- The majority of principals perceived their schools as much more like System 4 or team management than do teachers. (cf. 5.3.2.10)
- More than half the teachers view the communication process in schools as favourable. (cf. 5.3.2.10)
- Both principals and teachers hold different perceptions of each other. (cf. 5.3.2.10)
- There are forces which distort communication. (cf. 5.3.2.3)
- Forces which are supposed to promote accurate communication are effective in the eyes of the majority of respondents. (cf. 5.3.2.4)
- The listening capacity and feedback mechanism of the principals is felt as being effective by most teachers and HODs. (cf. 5.3.2.8 & 5.3.2.9)
- Principals appear to have an exaggerated perception of the upward communication in their schools when compared with teachers. Half of the teachers felt that upward communication was effective. This includes less than quarter who perceived it as being very effective. (cf. 5.3.2.2)

- Of the 8 communication items, the one ranked highest in the very effective category is V-17, keeping the staff informed, followed by V-18 sharing information with the staff. The last item in this category is V-14 upward communication. (cf. 5.3.3.11)
- In the category not effective, the item ranked highest is V-15 (the effectiveness of forces distorting information), followed by V-14 (upward communication). The last item in this category is V-19 i.e. interaction and communication aimed at achieving school objectives. (cf. 5.3.3.11)

#### **6.3.3.4 Participation in decision-making**

- There is very little difference of opinion between principal and HODs in their perception of participation in textbooks selection and a wide difference of perception between principals and teachers. (cf. 5.3.3.2)
- More than half the sampled teachers do not enjoy adequate participation in textbook selection while more than sixty percent of the HODs enjoy some or great participation. (cf. 5.3.3.2)
- Some of the HODs had little or no participation in deciding which subjects they are to teach. (cf. 5.3.3.3)
- Almost half of the teachers claimed little or no participation in formulating the aims and objectives of the departments which have great impact on their classroom activities. (cf. 5.3.3.4)
- More than half the teachers perceived little or no participation in drafting school policy while more than a quarter of the HODs were either deprived or had little participation. (cf. 5.3.3.5)
- More than a quarter of the principals confirmed that they did not involve teachers or gave them little participation in drafting school policy. (cf. 5.3.3.5)
- About three-quarters of the teachers had some or greater participation in deciding who should represent them in the PTSA. (cf. 5.3.3.7)
- Slightly fewer than half of the teachers rated participation in deciding who should represent them in the PTSA as an item in which they enjoyed the greatest participation than the other eight items. (cf. 5.3.3.7)

- Planning the school's year programme or activities was regarded by teachers as an item they enjoyed the lowest great participation thus they ranked it last in this category. (cf. 5.3.3.6)
- Drafting school policy was perceived by teachers as the top item in which they enjoyed no participation, followed by selecting textbooks. (cf. 5.3.3.11)
- More than half of the teachers enjoyed some or great participation in solving problems which members of their departments meet in their teaching situations. (cf. 5.3.3.10)
- Some teachers are decisionally deprived of participation in issues which fall within their zones of concern. (cf. 5.3.3.2 - 5.3.3.10)

#### **6.4 CONCLUSIONS**

Based on the preceding evidence from this study, the following conclusions were derived:

- The leadership style utilised by principals of schools attended predominantly by black students is not appropriate for team management.
- On the basis of the communication findings of this study it can be concluded that the communication process as perceived by the majority of the respondents is effective.
- As far as participative decision-making is concerned, teachers are deprived of participation in issues which fall within their zone of concern. Consequently, participative decision-making as practised in the schools does not measure up to participative decision-making in the team management approach.

#### **6.5 RECOMMENDATIONS**

On the basis of the findings of the literature study, as well as the empirical study, the following recommendations are made :

##### ***Recommendation 1***

Every principal who intends to improve team management should familiarise himself with the theories of Maslow, Herzberg, McGregor, Likert and Argyris.

##### ***Motivation***

Knowledge of these theories will enable the principals to be conversant with the factors which influence the effectiveness of individuals and teams so as to understand the

dynamics they have to contend with in order to transform their teams into efficient and successful units.

***Recommendation 2***

The principal should provide incentives or opportunities that permit teachers to satisfy their higher order needs.

*Motivation*

A conducive climate for team management cannot be created without the satisfaction of members' needs. These opportunities or incentives will also boost teacher morale. High teacher morale leads to the ideal situation for accomplishing educational objectives. Staff morale is enhanced if members feel that the principal value their contributions and want to use their expertise effectively. This fosters professional pride and true job satisfaction.

***Recommendation 3***

Principals should share leadership and authority with the various team leaders and teachers in the school. They should also rely more on expert power than on legitimate power.

*Motivation*

One person is not capable of meeting the leadership needs of a particular team. The success of a team is depended on the willingness of the people to share leadership and authority

Too much reliance on legitimate power could lead to conflict with matured teachers who are less influenced by its usage. In addition teacher unionisation tend to erode this base of power.

***Recommendation 4***

Principals should assess the impact of their leadership style on their teachers.

*Motivation*

If the style is perceived as being on the authority-obedience mould, then it should be adjusted to suit the prevailing situation. In other word, the situation and the maturity level of the teachers should dictate the appropriate style.

### ***Recommendation 5***

The professional autonomy of teachers and the managerial authority of principals should be harmonised and the bureaucratic management by the principal minimised.

#### *Motivation*

Bureaucratic management has inherent problems which are inimical to team management and teacher autonomy in that it hinders the free flow of information to the right places or people, and it lowers the quality of decisions because it does not utilise the technical abilities of subordinates by keeping them immature, passive, dependent and subordinate. Bureaucracy furthermore eliminates flexibility and creativity - which is a requirement for team management.

### ***Recommendation 6***

Team leaders should display concern for both the task and the welfare of team members.

#### *Motivation*

Concern for the one at the expense of the other will not be conducive to the realisation of team and school goals.

### ***Recommendation 7***

In distributing duties to the teachers or team members, principals should make certain that tasks are distributed according to the interests, abilities and qualifications of members.

#### *Motivation*

This will minimise dissatisfaction and enhance the possible success of team management. Tasks should be matched to the skills of the person to whom the task is delegated so as to increase the probability of success.

### ***Recommendation 8***

There should be reciprocal confidence, support and trust on the part of team members.

#### *Motivation*

Hostility, fear and distrust mar the flow and acceptance of relevant information and distort communication. Distrust and lack of confidence result in team members sharing minimum information with others and to be suspicious on the information transmitted by others. Without trust there can be a breakdown in communication which might

subsequently adversely affect the attitudes of management and the teachers as a result of the interruption of the information flow.

***Recommendation 9***

The principal should talk less and listen more. He should allow the teachers to exhaust their say before commenting. He should also discourage other team members from interrupting a speaker during team meetings.

*Motivation*

Through active listening the team leader can gather some understanding of the ideas, opinions and feelings of the team before he can persuade them to accept his viewpoint. When team members are interrupted they fail to express all their ideas. Interruptions can also cause anger and frustration which would impede meaningful communication.

***Recommendation 10***

The principal must improve his skill of getting teachers to cooperate with him by providing them with his co-operation first.

*Motivation*

It is only when teachers feel that their principal cares about them and is concerned about their general welfare that they will give him unqualified co-operation. He can achieve good results only through sound co-operation with other team members, because on his own, his effectiveness is marginalised. The absence of co-operation impacts on every aspect of the activities of the team.

***Recommendation 11***

To improve communication, attempts should be made to identify and remove the forces which distort information.

*Motivation*

These forces or barriers throttle the channel by which team members express their frustrations, hopes and feelings of satisfaction as well as contributions. These forces not only destroy communication but reduce the effectiveness of other elements of team management.

***Recommendation 12***

The principal should treat participation in decision-making not as a favour to teachers but as their democratic right.

### *Motivation*

For decision-making to be effective, participants must have knowledge and information on the issue to be decided. The principal's role is to provide this information and knowledge.

### ***Recommendation 13***

When involving teachers, principals should try to clarify the purpose, authority and scope of the teachers' participation.

### *Motivation*

One of the factors which affect participation, is the understanding of the team members of the reason why they are being involved, the purpose, authority and scope of their participation. Lack of agreement on these issues could result in endless arguments, conflict and possibly hostilities within the teams and finally rendering the team ineffective.

### ***Recommendation 14***

Principals and HODs should involve teachers in matters falling within their zone of concern. In particular, it is recommended that teachers should be given greater participation in the drafting of school policy, formulating their departmental aims and objectives and selection of textbooks.

### *Motivation*

Teachers' desire to participate in decision-making is strongest in areas closely related to their work and the learning process.

These are sensitive areas for the teachers. Depriving them of the right to participate might provoke militancy on their part to an extent that they might sabotage the decision.

### ***Recommendation 15***

Principals must ensure that team members are provided adequate training for participation in decision-making as well as providing enough information on which to make a decision before putting them through the process.

### *Motivation*

Effective participation requires certain skills, understandings and knowledge. Participants at all levels can benefit from training aimed at developing their capacity to participate effectively. The acquisition of knowledge and skills through training is essential in that it empowers the team members to participate on equal terms with their leaders. Once the

team members have been trained, they can be creative and innovative and master how to handle disagreements and dominant personalities constructively.

## **6.6 FINAL REMARKS**

Although there is currently an outcry about the absence of a culture of learning and teaching in schools in South Africa attended predominantly by black learners, the teaching function and management function of schools are not mutually exclusive. Therefore the culture of learning and teaching cannot be restored if the management function of the school is not effective and participative. In view of the over-politicised nature of these secondary schools, the culture of learning and teaching can be restored only with the co-operation and participation of teachers.

Overall, it can be concluded that there are traces of team management practices in the schools attended predominantly by black students in South Africa. This means that the usage of the team management approach is limited and should therefore be promoted. It is hoped that the analysis of team management as well as the task and role of the principal in facilitating team management will contribute towards the establishment of participative management structures in the schools which will subsequently contribute towards the restoration of the culture of learning and teaching. In this way we shall have schools where teachers teach and learners learn.