

CHAPTER 1

BRIEF OUTLINES OF THE RESEARCH, ORIENTATION AND OBJECTIVES.

1.1 INTRODUCTION

The beginning of a millenium with its new structural and technological developments necessitates a study of and investigation into the leadership and management of schools. Keith (1991:2) contends that schools just like businesses, families or political parties, are organisations and thus exist in time and space, and that they change as time passes.

In the past years in schools it was widely accepted that the principals could run their offices single-handedly. This was due to the widespread belief that certain characteristics and intellectual abilities were significant in making a principal successful. In addition to that, principals were regarded as performing a series of easily identified and categorized roles and functions.

Consequently the focus was on personal traits rather than on expected tasks. The present complexity of the principal's work and other forms of pressure have changed the focus and brought about change in the principal's office. Fullan (1998:6) agrees that principals find themselves restricted with less and less room to manoeuvre.

The vast authority which was vested in principals by virtue of their positions, has now been decentralized by the introduction of various departmental heads and management teams. However, it is still the principal's choice to work with either a dormant or incapable management team or a highly motivated and capable team.

Hoerr (1996:38) observes that the demands on today's principals have made it almost impossible for them to do their job alone. They have to respond to the needs of all the stakeholders and also to keep on adjusting to the new developments coming their way. Thus Zellner (1997:45) states that principals can no longer be effective simply by being efficient managers.

In bringing about change in the schools, Potgieter (1996:6) states that the South African Schools Act aims at creating and managing a new national school system which will, as far as is reasonably possible, give everyone an equal opportunity to develop his or her talents in an environment which is free from racism, sexism or intolerance.

The South African Schools Act created reform opportunities for students as well as for all those involved in education. It is therefore not surprising that arguments arise about management teams' empowerment since this is an inevitable development. Changes in the student structure warrant change in the management section too.

Like all other organisations schools have to be productive. Rayner (1996:vii) points out that it is now universally accepted that the high performing organisations of the coming century will be those that most effectively unleash the intellectual, problem-solving and decision-making abilities of their only appreciable asset, namely their people. Hence management teams in schools are indispensable.

Schools have to have management teams because of the inability of the principals to perform their duties if they are not free from disturbances. Hicks (1995:90) affirms that managing a larger school is a continuing challenge for principals. More often than not principals arrive late or leave the school early. They have short-term interpersonal contacts with the staff due to the different roles that they play in a school. Consequently management teams will have to be empowered to maintain present trends and also to set new ones.

By surrounding themselves with vigorous, capable people whose leadership abilities can be developed, principals will not be relinquishing their position as heads of institutions but will be putting the interests of their organisations first. Holmes (1999:14) stipulates that principals too need support and assistance in the essential areas of their responsibilities.

1.1.1 The outlines of the recency and relevancy of the research

The fact that education reform is placed high on the agenda of administrators, politicians and parents cannot be disputed. Beck (1994:58) agrees that educational leaders today

are bombarded by demands from government officials, parents, teachers, students and colleagues within their own profession. This implies that people have high expectations regarding the leadership of the school. This also emphasises the importance of well-trained and capacitated management teams.

Management teams have to be trained and empowered in such a way that they can meet the expectations of the stakeholders in education and the public in general. Empowerment in an organisation is essential as it brings about mobility and transformation. Tirasinghe and Lyons (1996:2) affirm that educational reform is with us and will continue into the future.

1.1.2 Aim of the investigation

The researcher intends this investigation to be of use to those who are already in management positions or aspire to attain such positions. It is also the aim of the researcher to develop a user-friendly training program for management teams in schools. According to Lyons (1996:2) a need to identify and to train head teachers to perform a more complex job is more crucial than was previously the case.

A wide range of strategies has to be used in empowering management teams, since these teams daily have to face both internal and external challenges. Floden (1995:20) suggests that in empowering the management teams in schools, workshops alone seldom alter the dispositions and views of the self; and that reform efforts that hope to build capacity use a wide range of strategies.

1.2 ORIENTATION

The study explores concepts such as leadership, capacity building and management teams within the context of a school and education management in general. The focus of this study concerns the activities of the management teams as they are capable of transforming the school for the better, especially when they are well empowered. Williams (1995:77) states that empowerment the key to successful organisations. Nevertheless this study will focus on the management teams in the Sekhukhune area in the Northern Province.

1.2.1 Context of the research to be undertaken

Management teams as studied in this project, encompass the school principals, the deputy or assistant principals and heads of the departments. Management teams have been investigated in relation to their responsibilities and activities as leaders in the schools. Thus their management skills have been highlighted with the aim of formulating a foundation for empowerment.

The Task Team (1996:8) regards education management development as the key to transformation in education. This implies that meaningful change in education calls for strong and creative leadership.

Capacity building is one form of empowerment, which is viewed as an effective tool towards leadership emancipation. In supplementing the idea Campbell (1983:x) states that competent administrative leadership is crucial to the perpetuation of the democratic way of life.

1.2.2 Why is this a study in Education Management?

This investigation falls within the scope of Education Management. The problems identified and placed under the microscopic eye of the researcher emanate from the field of education management and the terms and concepts used in the study are also embedded in this field.

Since the investigation explores the empowerment nature and activities of the management teams, this implies that the solutions which have been suggested for the particular problems as well as the particular generalisations and conclusions arrived at, are of an education management nature.

1.2.3 Demarcation of the field of study

The study focuses on the management teams' empowerment at secondary schools. The teams' activities have been observed in relation to their duties and responsibilities. Each team's uniqueness, as well as the uniqueness of the individual members of the team,

was considered. The team's influence on its environment and the reciprocal influence of the environment upon the team was also perceived. Hargreaves and Hopkins (1991:8) observe that schools are complex organisations embedded in a disorderly environment of multiple and often conflicting pressures and expectations.

The study, in addition to a study of relevant literature, has embarked on an empirical investigation that was undertaken at secondary schools in the Sekhukhune area. This area which was earmarked and demarcated for investigation is situated in the Northern Province. The Northern Province is predominantly rural and poor. Most secondary schools in the area are plagued by mismanagement and managerial problems, as most educational leaders and management teams have undergone a little or no training in management. This is also borne out by the poor matric results in this area.

The Sekhukhune area is also known as the Southern region or region six, and it contains 679 primary and secondary schools. These schools are evenly distributed amongst the six area offices or circuits. The circuits act as the mediators between the schools and the regional office. Each circuit has its own management staff including area managers. Thus most decisions in the area are still being taken at a regional level.

1.3 PROBLEM STATEMENT

All research emanates from a problem. A problem statement guides, focuses and facilitates the planning of a research project. The problem statement also helps to highlight the objectives of the research and the methods to be followed in bringing about solutions. Thus the research problem adopted to direct this investigation has been formulated as follows.

How can management teams in the Sekhukhune area be empowered in such a way that they function effectively in schools ?

This critical research problem can be elucidated by the following questions:

1.3.1 Why is it necessary for management teams to be empowered?

1.3.2 How can individuals in the team benefit from empowerment?



- 1.3.3 How does empowerment relate to effective management?
- 1.3.4 What can the school expect from an empowered management team?
- 1.3.5 What guarantees successful planning and implementation of a capacity-building program?

1.4 AIMS AND OBJECTIVES OF THE RESEARCH

Aims and objectives delimit the research domain and at the same time qualify the problem statement. They are therefore important in focusing and shaping the study. Williams (1995:77) suggests that the goals should be clearly stated and challenging, yet attainable. Therefore the broad aim of this investigation can be framed as follows: to examine the nature and the responsibilities of the school management teams in the Sekhukhune area in the context of both actual and ideal situations, for empowerment purposes.

1.4.1 Aims of this investigation

This research project aims at creating a model, which will serve as the frame of reference for the empowerment of management teams at secondary schools, especially in the Sekhukhune area. The model will therefore entail those important managerial skills, which will enable the management teams to be effective and efficient in the midst of all the forces that drive and change education.

Furthermore the study aims at encouraging proactive actions that will enable the management teams to create and pursue various visions purposefully. Strategies that are of importance in enabling management teams to succeed in their endeavours will be highlighted. Clark (1994:5) is of the opinion that many organisations still appear to operate on the assumption that the act of promotion, together with the minimum of management training, is enough to equip managers with the skills to be both effective leaders and members of management teams.

1.4.2 Objectives of the study

- 1.4.2.1 The objectives of this study are formulated with regard to the following:

- The study in general,
- Management teams,
- The school community.

1.4.2.2 The objectives are now analyzed briefly as follows:

- a) To elucidate the importance of capacity-building.
- b) To review the state of the present management teams in schools around Sekhukhune, with the aim of uplifting their standards.
- c) To indicate the relationship between empowerment and efficiency.
- d) To orientate the school management teams with regard to essential, applicable, rewarding and progressive skills.

1.4.2.3 Objectives relating to the management teams :

- a) To empower senior teachers in their positions as leaders and managers of the school.
- b) To build up the confidence of the management teams in schools.
- c) To equip the management teams with those strategies that will guarantee their success.

1.4.2.4 Objectives relating to the school community.

- a) To draft guidelines for internal capacity-building programs for the school.
- b) To highlight the benefits to the school of a well-trained and empowered team.
- c) To provide a “mirror” by means of which the management teams’ activities can be reflected.

1.5 RESEARCH METHODS

Research methods, which have been utilized in the study, include the following.

1.5.1 Literature study

This research method clarifies concepts and other aspects of the problem. The method also draws insights and perspectives from various authors representing a diverse set of disciplines.

Literature study as a method provides an opportunity to collect relevant information, facts, theories and findings. Thus the method enables the researcher to reflect on and evaluate the sources relating to the problem.

The researcher has consulted and used the sources which dealt extensively with capacity building, management teams' empowerment and development. Thus encyclopedias, dictionaries, journals, newspaper articles, books and other relevant written materials have been considered as sources of information.

1.5.2 Empirical research

Barrow (1990:112) defines the term *empirical* as relying or based solely upon experiment and observation. The term may also be used colloquially to mean something that has been confirmed by one or more of the five senses.

Hills (1982:47) on the other hand explains that the empirical approach envisages a scientific approach, involving problem identification, hypothesis formulation, defining indicators and concepts; selecting cases, collecting, manipulating and interpreting data.

Therefore this method of research will be employed in this study to elucidate certain concepts and gather the data for interpretation. The method will also be used to highlight and provide solutions to the problem statement.

1.5.3 Participant observation

Basically this research method involves three factors that are interrelated. These are research, education and action. During research work the researcher becomes engaged in the process as he accords meaning and interpretation to this data. He at the same time learns from the findings, which in turn contribute, towards his development.

Ball (1997:311) observes that most participant observation research, especially that which is conducted in formal educational settings, begins with the negotiation of entry into the field. In most cases an area manager or principal is approached for permission to allow the research to take place. However this does not guarantee the cooperation of the teachers, students or other stakeholders. Please see Appendix A for the departmental permit to a research area in Sekhukhune.

According to Bless and Higson-Smith (1995:55) participatory research encourages the active participation of the people whom the research is intended to assist.

1.5.4 Qualitative research versus quantitative research

Qualitative and quantitative methods of research differ in a number of ways, but they each have their own advantages and disadvantages. The researcher in this study opted for a qualitative method of investigation, because of its numerous advantages and benefits to the study. The method enabled the researcher to interpret the concepts in a number of ways and to make room for recording unexpected observed events.

The comparison between the qualitative and quantitative methods of research is clearly summarised in table 1.1 on p.10:

1.5.5 Ethnographic research:

Ethnographic research or interactive research is sometimes called: "Educational anthropology, participant observation, field research and naturalistic inquiry" (Schumacher and McMillan, 1993:405)

In this research the researcher did not focus on tri-angulation as such but has "despite considerable variation among ethnographical strategies, common methodological strategies distinguish this style of inquiry: participant observation, ethnographic interviews." (Schumacher and McMillan, 1993:405) Most ethnographic studies are exploratory or discovery-oriented research to understand people's views of their world and to develop new concepts. It should however be emphasised that "educational ethnography is also a process, a way of studying human life as it relates to education...data collection strategies are conducive to obtaining people's perceptions in social settings...the process is inductive, which builds abstractions from the particular social constructions (data) that have been gathered..." (Schumacher and McMillan, 1993:408-409)

The researcher utilised the tools of ethnography and conducted a survey to better understand the life-world issues of school principals in Sekhukhune area.

Table 1.1 Qualitative versus quantitative research

Qualitative research	Quantitative research
❖ The hypothesis is frequently undeclared or merely stated in the form of a general research goal.	❖ The hypothesis is always clearly stated or at least presented in the form of a research question.
❖ The hypothesis can emerge from the development of the investigation.	❖ The hypothesis will have to be formulated beforehand.
❖ The hypothesis often can not be rejected.	❖ The hypothesis can be rejected.
❖ Concepts can be interpreted in a number of ways, and thus surplus meaning can be provided.	❖ Concepts ought not to be ambiguous but precise and identifiable.
❖ Intuitive experience is used for labelling concepts.	❖ Concepts can be operationalised in terms of measuring instruments.
❖ Observations can be subjective and personally experienced.	❖ Observations have to be objective.
❖ When making observations the researcher may become involved in the events or phenomena.	❖ The researcher remains aloof when observing.
❖ Spontaneous and fortuitous examples.	❖ Observation is preplanned.
❖ Observation can occur in a non-structured manner.	❖ Observations may even be scalable.
❖ Observations are open to make it possible to record unexpected events.	❖ Expected observations are placed in categories in anticipation.
❖ Context is taken into account.	❖ Context is controlled as far as possible.
❖ Participant observation as example.	❖ Interaction process analysis as example.

1.6 CLARIFICATION OF CONCEPTS

1.6.1 Leadership

Leadership is the ability and readiness to inspire, guide, direct or manage others. Howe (1994:3277) expounds the following propositions in defining leadership:

- Leadership is not coercion or complying with decisions, rules, regulations or policies by means of coercion.
- Leadership involves an influential relationship between leaders and followers with the aim of realizing change, accomplishing mutual purposes or creating shared meaning.
- Leadership involves interaction with people rather than, or at least in addition to engaging in technical aspects of work.
- Leadership is shaped by personal, organisational and environmental factors and their interaction and results in various outcomes, with improvement of the technical core-curriculum and instruction - being the most important outcome.

Lambert (1998:18) defines leadership as the reciprocal learning process that enables participants in a community to construct meaning towards a shared purpose. Therefore in this context leadership can be understood in terms of learning amongst the community, which has the common goals and visions.

According to Lambert (1998:18) the following basic assumptions can be understood in terms of leadership as a learning process.

- Leadership is not a trait; leadership and leaders are not the same. A leader is anyone who engages in the work of leadership.
- Leadership is about learning that leads to constructive change.
- Everyone has the potential and right to work as a leader.
- Leading is a shared endeavour, the foundation for the democratisation of schools.
- Leadership requires the redistribution of power and authority.

1.6.2 Capacity building

Schwahn (1998:23) explains capacity in relation to building as the knowledge, skill resources, and tools needed to make the changes implied in the organisation's stated purpose and vision statement successfully.

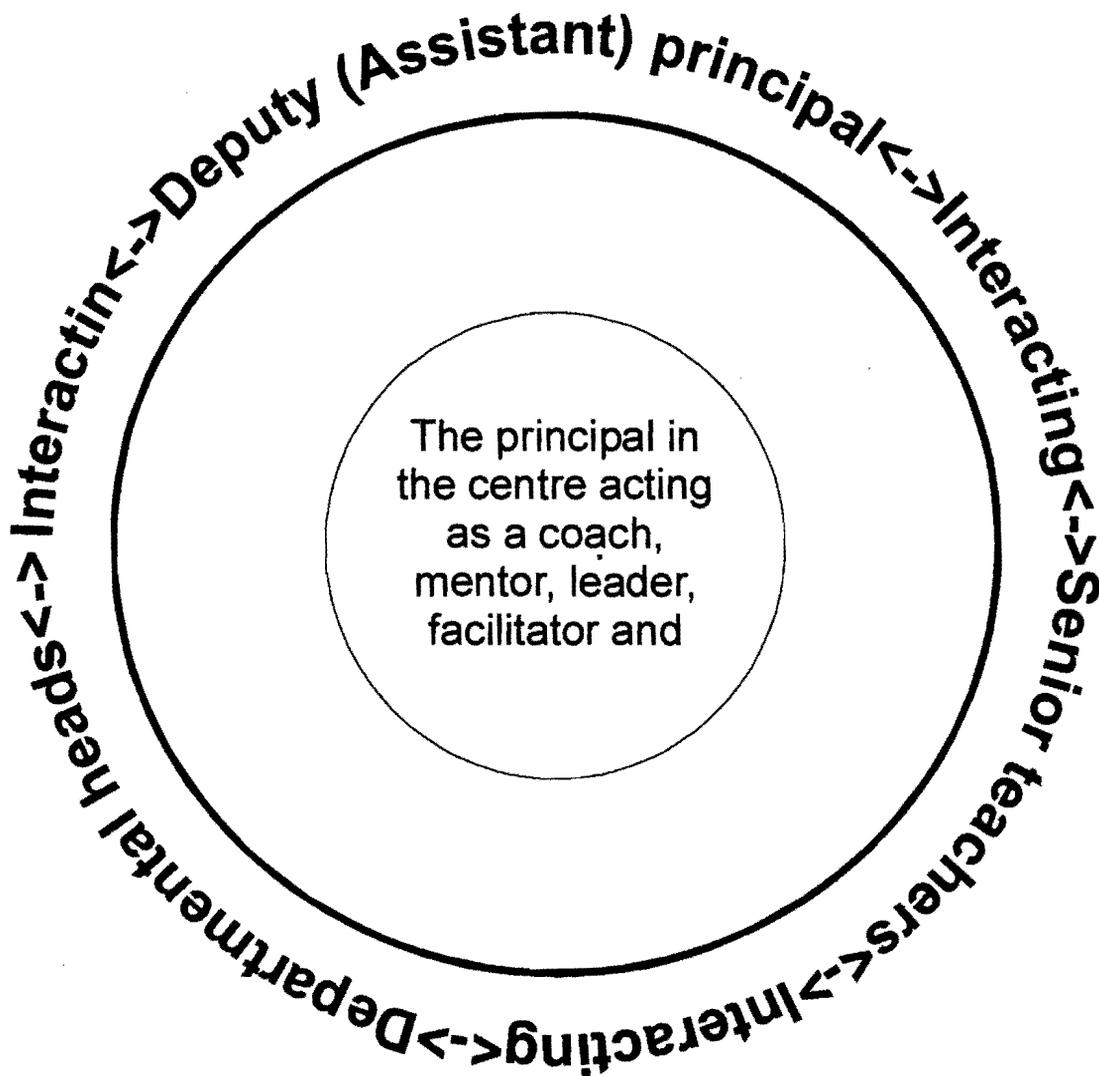
Capacity building is the ultimate limit to which an individual can develop any function, given optimum training and environment. Floden (1995:19) defines capacity as the power or ability to do some particular thing, such as reach the goals of systemic reform.

According to Schuftan (1996:261) capacity building is the approach to community development that raises people's knowledge, awareness and skills to use their own capacity and that, from available support systems, resolve the more underlying causes of maldevelopment. Capacity building helps them to better understand the decision-making process, to communicate more effectively at different levels and to take decisions eventually instilling in the people a sense of confidence to manage.

1.6.3 Management teams

The concept of management teams can be clearly depicted and understood by means of the following schematic diagram:

Figure 1.1 Management teams at secondary schools



According to the diagram above a management team comprises the principal, deputy or assistant principal, heads of departments and any two or more senior teachers. The team is depicted in the form of a circle to emphasise its unity or oneness, which is the underlying factor of its success. The principal is placed in the middle of a circle to elucidate the pivotal role he plays in a team. He is the team's coach, mentor, leader, facilitator and captain. He is indispensable for unifying, guiding, mentoring and leading the team.

Everard and Morris (1990:172) define a team as a group of people that can effectively tackle any task which it has been given to carry out.

The management team can therefore be defined as a form of organisation in which two or more senior teachers including the principal, deputy (assistant) principal and heads of departments interact, work together or are given the responsibility to plan, organise, actuate and control the work of the others, in order to determine and accomplish objectives.

Management teams refer to the group of people who are given different roles, tasks and responsibilities, and who are above all, expected to contribute towards the overall outcome. Quick (1992:3) points out that the most distinguishing characteristic of a team is that its members regard the accomplishment of team goals as their highest priority.

1.6.4 Empowerment

Barrow (1990:113) explains empowerment as an act of investing formally with power to authorize or enable someone to do something. The notion is further supplemented by Buchholz (1987:31) who states that empowerment is an act of giving responsibility, communicating the importance of each team member, providing the opportunity for value and allowing each participant to become an equal member of a team.

Empowerment is a continuous process that enables people to understand, upgrade and use their capacity to better control and gain power over their own lives. Empowerment provides people with choices and the ability to make sound decisions. It also enables them to gain more control over resources, and this improves the condition of service.

Short (1994:38) defines empowerment as a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems. Therefore empowered individuals believe that they have the skills and knowledge to act in respect of a particular situation and improve it. They furthermore believe that the empowered schools are organisations that create opportunities for competence to be developed and displayed. Some authors use the term empowerment interactively with the concepts, "enablement" and "professionalism".

1.6.5 Mentoring

According to Parks (1991:8) mentoring is the process of transforming a novice into an expert by helping the novice identify and acquire the skills, attitudes and knowledge necessary to be effective in a chosen field. In the school context, this will imply that a principal should act as a mentor in order to facilitate a process of mentoring.

The mentor according to the definition provided by Jarvis (1990:216), is *“the one who advises”*. The mentor advises, on an informal basis, how skills should be performed in the workplace, and he at the same time acts as a mouthpiece for that particular organisation.

Hawes (1982:141) provides another enlightening explanation of a mentor within a broader context. He states that a mentor in higher education institutions is an instructor or supervisor who is responsible for guiding students through a course of study in non-traditional education such as a college degree program. A mentor can also be a teacher or a counsellor who is highly respected and revered by students.

1.6.6 Teamwork

Teamwork refers to the representation in a group of two or more professional disciplines for purposes of achieving coordinated, complementary support functions. Teamwork is found when a group of individuals has been assembled to work cooperatively in order to achieve the goals of an organisation.

Schwahn (1998:108) says that teamwork is less about everyone doing everything as a coordinated team, and more about working collaboratively and cooperatively towards achieving a common recognised end, with individuals going out of their way to make the performance or results of others easier and better.

1.6.7 Team building

According to Clark (1994:5) team building can be defined as a structured attempt to improve or develop the effectiveness of a group of people who work together temporarily or permanently.

In building the management team, the team itself should constantly evaluate its practices and endeavour to work continually towards excellence. Bailey (1991:92) defines team building as a series of structured activities that promote an improved understanding between participants and it produces a more effective work group.

1.6.8 A vision

A vision is a mental image of a possible and desirable future of the organisation or institution. It can sometimes be as specific as a goal or mission statement or as vague as an idea. A vision also serves a purpose to articulate a view of the future. Heerman (1997:79) agrees that visioning is the mind's way of conceptualizing a possible reality. It inspires the team to move forth to the new future. Thus anything ever accomplished began with an idea, a dream or a vision. A vision is a road to the desired end. It portrays the destination reached and the goal attained. Reynolds (1997:12) defines a vision as a future-oriented statement of the larger purposes and ideals to be achieved by the school staff and programs.

1.6.9 Team organisation

Team organisation refers to the way a particular team is being structured. In a school context the management team may be organised in such a way that it involves all the representatives of the supporting staff. In some instances, the team that governs the school may comprise only the administrative leaders of the school.

According to Fogg (1994:255) the following types of management teams can be identified: The different organisation of teams gives rise to types of teams, which can be identified as follows according to the following:

- Business and functional management teams; these teams literally run business or functional areas.
- Formal program teams that are being created to carry out important programs that involve multiple functions across several levels, and require high effort and coordination.
- Informal program teams work to obtain inputs from other functions when one or two functions have a primary responsibility for a task.
- Ongoing work teams; these teams are sometimes called the self-empowered or self-managed work teams. Ongoing work teams are charged with carrying out and improving ongoing operations.

1.6.10 *Team spirit*

Team spirit is the atmosphere that prevails amongst the team members to care for, support and to work jointly with one another in order to achieve the organisational goals.

1.7 THE STRUCTURE OF THE RESEARCH

The research program of this study can be schematically represented as follows.

1.7.1 *Flow chart of the structure*

CHAPTER 1

Orientation and brief analysis of the investigation

- Introduction
- Orientation
- Research problem
- Aims and objectives
- Research methods
- Clarification of concepts

CHAPTER 2

Perspectives on team management strategies

- Introduction
- Traditional mode of shared responsibility
- One-to-one management strategy
- One-to-group management strategy
- The modern strategy on participatory leadership
- Team management strategies

CHAPTER 3

Capacity building for management teams in schools

- Management teams empowerment
- Empowerment through the following:
 - Communicative skills
 - A team vision
 - Setting of goals
 - Decision making processes
 - Conflict management skills

CHAPTER 4

The empirical investigation into the empowerment of management teams in the Sekhukhune area

- The perspective into the research area
- Research Methodology
- Statistical analysis and interpretation of data
- Findings and conclusions

CHAPTER 5

Guidelines for a successful capacity building program

- Organisational culture and climate
- Organisational commitment
- Team building
- Team organisation

CHAPTER 6

Overview, conclusions and motivated recommendations

- Overview of the study
- Conclusions
- Problem-solving statements
- Recommendations
- Limitations of the study
- Areas of further investigation
- Achievement of goals
- Conclusion

1.7.2 Research program

Chapter 1 orientates the reader to the scope and demarcation of the investigation. The aims and objectives of the research are clearly outlined. Research methods employed in the study are briefly discussed to shed more light on how they have been utilised to achieve the aims of this investigation.

The problem statement which directs and focuses the research project is clearly stated. Reasons for the study as well as the intentions of the researcher are provided. Statements which highlight the recency and relevancy of the research project, are also well formulated.

The concepts that bring out more understanding and further clarification of the study are well defined. Thus Chapter 1 covers and analyses the fundamentals of this investigation.

Chapter 2 elucidates the various team management strategies, which can and are normally adopted by principals in different institutions to relate to their management teams. The strategies vary from the traditional mode of shared responsibility to the modern strategy of participatory leadership. The chapter also alludes to the pros and cons of each management strategy.

Chapter 3 probes the concept *capacity building* itself. Ways and methods of developing the ultimate limit of management teams in their functions are clearly delineated. The chapter depicts an easy-to-follow way for the empowerment of the management teams.

Various skills, which can assist the teams to be successful in their endeavours, are clearly stipulated. Empowerment as a form of capacity building is perceived from different angles.

Chapter 4 concerns the highlight of the study through empirical investigation. Data relating to the daily activities and responsibilities of management teams are collected and interpreted. Ways and methods of improving their effectiveness and empowering them are looked into, in order to design the probable solution to the problem. The chapter also compares the present state and status of the management teams in schools with the ideal model.

Chapter 5 Chapter 5 constructs an easy to use program for capacity-building from the empirical investigation conducted in Chapter 4. The program entails the conditions for successful capacity-building activities for management teams in schools.

Chapter 6 gives an overview of the study, the conclusions, problem-solving statements and recommendations. The limitations of the study and areas of further investigation are identified and explored.

1.8 CONCLUSION

The fact that management teams in schools have to be developed cannot be disputed. Management teams form an axis upon which transformation can take place in schools. The Management Teams can lead to the success or failure of the whole organisation. Thus their role and influence in schools should not be underestimated.

Team management is vital in an organisation and thus requires an open climate, cooperation, flexibility, trust, and consensus in order for it to yield greater productivity. Through their efforts, management teams are capable of achieving extraordinary things. Management teams are in the best position to ensure that the goals and objectives of an organization are achieved.

CHAPTER 2

PERSPECTIVES ON TEAM-MANAGEMENT STRATEGIES

2.1 INTRODUCTION

Reddy (1988:ix) states that managers in both profit-making and not-for-profit organisations recognise the importance of quick responses to crises, thoughtful planning and the full use of human resources in solving complex problems. Therefore this implies that most organisations opt for participatory leadership in order to obtain the maximum use and benefit of their employees. In contrast *“many educators feel that their schools can excel by focusing on traditional methods of work and management: division of labour, span of control, hierarchy, extrinsic rewards, formal rules and principles of planning, organising, coordinating, and controlling”* (Johnson and Johnson 1999:27)

Management teams in schools have taken a supportive role to the principals. Wynn and Guditus (1984:8) argue that people have come to realise that no one person has sufficient wisdom, experience and information to deal confidently with the entire range of management tasks in a complex organisation. Hence it can be deduced that management teams in schools can bring out remarkable results since effective teams can get extraordinary things done.

“When people are dependent on others for successful achievement, they often seek comfort and security in togetherness with those who face the same adversity” (Wynn and Guditus, 1984:9). This implies that principals may find it easy to control the work with the management teams, as they will be sharing the same school problems which relate to leadership.

However, it should be noted that empowerment of management teams is not an easy task, since this involves quite a number of factors. McDonnell and Christensen (1990:120) note that teacher empowerment is a complex process,

which can appear simple, and therefore have “token” effects, which will create surface and nominal changes rather than true changes in the organisational structure.

2.2 TRADITIONAL MODE OF SHARED RESPONSIBILITY

During the ancient times people used to live, work and move together in groups. Wynn and Guditus (1984:117) confirm that human groups do exist, and they may have either a positive or a negative impact upon a group’s effectiveness. The authors further indicate that a great number of members in the groups rise to assist and support each other. They will also share responsibilities and tasks. They are in a way called to work together on a specific task or project. Nevertheless that does not make them effective. Quick (1992:vii) agrees that people can work in the same department for years, serve on committees, meet in management groups regularly, and still not be part of a team.

Teams are present everywhere in society, for example in family units, football clubs, rugby clubs, church choirs and the television crew. Oliva (1992:101) contends that creating a team involves a lot more than gathering a group of interested people, who, according to Chang (1995:1) may be nothing more than a collection of individuals who do not know how to function together. Thus a team is more than just a group of people who share responsibilities. A team is a collection of people with common interests, visions and a mission, who work together for a common goal.

The traditional mode of shared responsibility encompasses delegation, which is only exercised by the principal at his discretion with all the powers and decisions still coming from his office. Rebore (1985:261) contends that it is important that the principal utilize team management and share the responsibility of the principalship with assistants by delegating certain functions to them. Teams are appointed to perform certain tasks under strict supervision or control of the principal. However overregulation and control result in passiveness amongst the team members and hence they end up being reluctant to fend for themselves.

According to this management strategy, management teams are given little or no authority at all. Hence Hayes (1997:2) disagrees with the notion by suggesting that team members be given enough authority to make day-to-day decisions on their work. This management strategy limits the freedom of the team members as everything is centrally controlled.

The traditional mode of shared responsibility does not provide enough opportunities for the team members to grow. It is as if they have just been put there to endorse or implement the ideas presented to them. Hence the team in some instances ends up contributing more time to the given tasks but with less effort and energy. Reynolds (1997:66) observes that there is a limit to what the principal can accomplish in the way of school improvement through traditional approach of control and compliance.

This mode of team management restricts the free flow of information: communication is mainly one-way, in the sense that the principal always gives instructions, imposes his ideas and considers the opinions of the team members as less important. Dinham (1995:52) believes that lack of consultation and poor communication can have a deleterious effect on staff morale and cohesiveness.

According to Hoy and Miskel (1991:46) some leaders tend to perceive their office positions as the centre of authority and vigorously apply the same rules and procedures to all subordinates. This refers to the tendency of principals who subscribe to this management strategy to disregard the individuality of the team members. In each team there are those who are strong who need to be encouraged and those who are weak who need to be nurtured.

Sometimes principals over-emphasise their personal importance in a team; hence they believe that they know all and are therefore the only people who are to be consulted in case of further clarification. Some rules that the principals may lay can prevent the team members from sharing ideas with the other people from outside their organisation. This may sometimes result in missed opportunities.

The traditional mode of management if wrongly used may impede the growth and development of a team. The principal who may want to expose his seniority may withhold information from the team and make it operate on insufficient information. This can subdue and frustrate the team, especially if the team can observe that some information was purposefully withheld. Wynn and Guditus (1984:74) believe that there is no commodity which is more essential than information, to the successful management of organisations. Inadequate information impedes proper planning, setting of goals and coordination.

With the powers vested in the principals, principals may develop an attitude of being indispensable, without realising that they retard the progress in the workforces when they make people wait for them unnecessarily.

Too much central control may make some team members to be reluctant to aid others' efforts. This can be aggravated by the prevailing unfavourable conditions in the school climate. A negative school climate may also be depicted by power struggles between the principal and team members, or between the team members and the rest of the staff.

2.3 ONE-TO-ONE MANAGEMENT STRATEGY

The one-to-one management strategy views the principal as an energy manager. The energy manager motivates his workers to focus as much human energy on their work as possible. Hoy and Miskel (1991:46) observes that such a type of manager focuses on individual needs rather than on organisational requirements. Such a manager encourages his subordinates to work things out for themselves and to behave in ways which can enable them to actualize their individual needs.

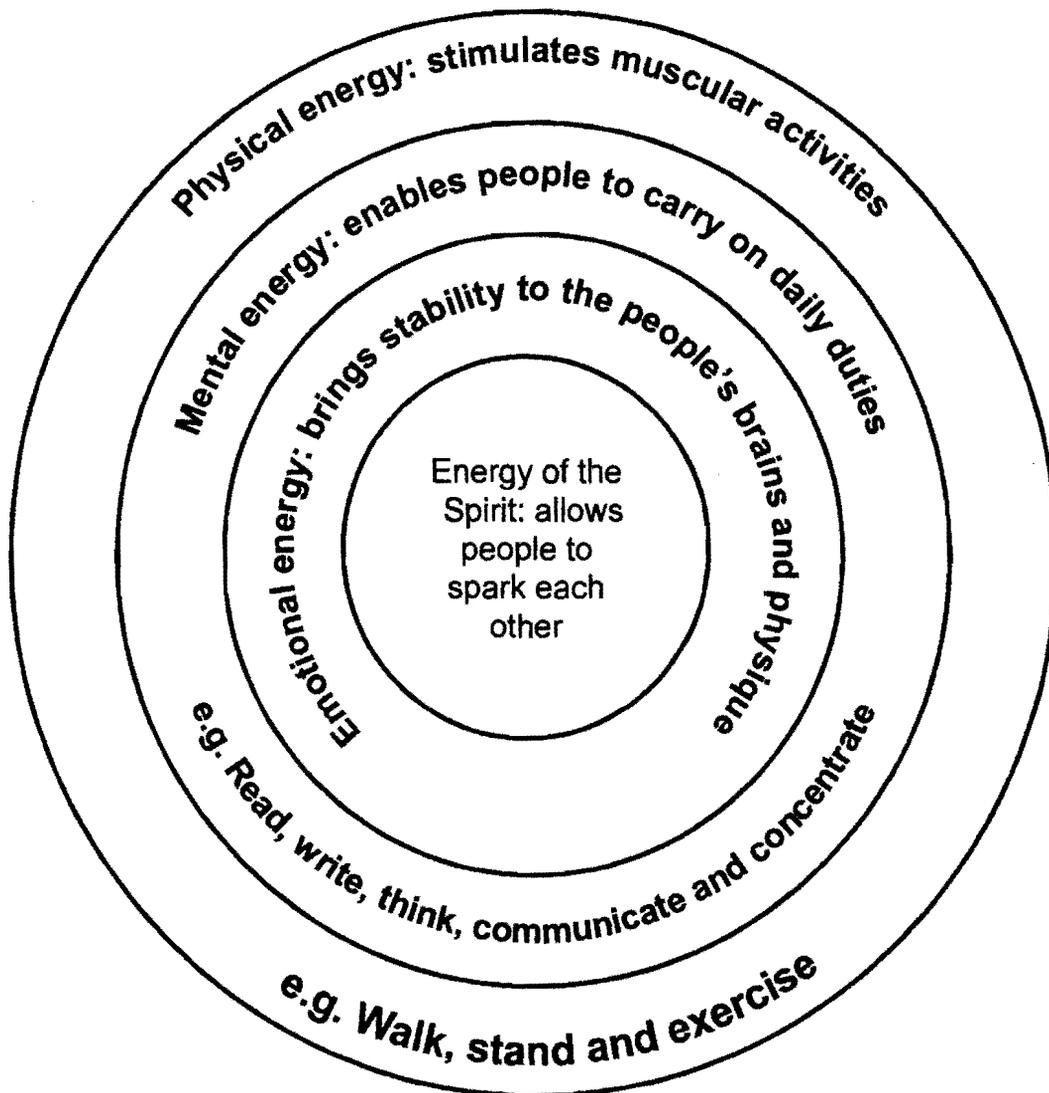
Individuals are encouraged to be self-directed, to channel all their efforts and strengths to the outcome of a group. Reynolds (1997:79) agrees that it is the role of the principal to help members of the organisation to realise where their scope of greatest influence lies; and that they are not powerless to improve the status quo. The one-to-one management strategy reduces the abuse of time in the

sense that excessive socialisation, laziness and time theft to conduct personal business is not tolerated. Drake and Roe (1994:186) affirm that time may be used up on nonproductive or even counterproductive activities.

It is therefore the task of the principal to ensure that time is respected and used up productively in the organisation. He has to record how one may use time profitably, help his team to prioritise its activities and suggest ways in which time can be allocated for different tasks.

Effective use of time goes hand in glove with effective use of energy. Thus Buchholz (1987: 4) identifies four types of energy, namely the physical, mental, emotional and energy of the spirit. These energies can be understood by studying the following schematic diagram.

Figure 2.1: Energy levels



Taken over and adapted from Buchholz (1987:4).

From the above diagram, it can be deduced that physical energy stimulates the use of the body muscles. This type of energy is essential to the individuals in the management teams, so that they can move from one point to the other in consultation. The body needs this type of energy to be able to last for a reasonable period during the performance of some activities. Management teams in schools also have to perform certain physical exercises in line with their duties in order to combat stress.

In English there is a saying, "a healthy mind in a healthy body". This saying implies that one has to be physically healthy in order to perform well mentally.

Thus in this context the mental energy is equally important as the physical energy. The mental energy enables one to concentrate during meetings, to think, communicate one's views to others and to perform activities such as reading and writing.

Emotional energy, which is depicted by the third circle in the diagram, helps the team members to remain sane during hot debates and conflicts. Emotional energy brings about stability between the body and emotion. It also enables one to remain calm during critical moments. Emotional energy gives one a clear perspective to accomplish daily activities.

The inner circle in the diagram depicts the energy of the spirit, which is fundamental to the success of the team. According to this energy level, each member in a team has to have the necessary zeal that will enable him to uplift those who are depressed. Team spirit is thus the outcome of a balanced energy of the spirit the organisational members. Team members therefore have the task of sparking and encouraging one another. Maeroff (1993:88) mentions that outstanding teachers report that more often than not their ability to sparkle is enhanced by a supportive and understanding principal.

One-to-one management strategy is very important to the principal, especially if he wants to empower his team. He above all has to develop human skills which according to Drake and Roe (1994:32) will help him work effectively with individuals and groups of people to build a cooperative team effort in achieving the goals of the organisation. The strategy also gives the principal an insight into the human capabilities and limitations. The principal should, however, understand how these energies operate.

Nevertheless, this management strategy has its own shortcomings. For instance, it may not bring out complete satisfaction in the team members, as opportunities for them to be well developed may be minimized by their self-judgement, which can be propagated by the manager himself. The manager himself may become inefficient or lose energy as he focuses on the individuals, and on what they can contribute rather than focussing on the organisational requirements.

2.4 ONE-TO-GROUP MANAGEMENT STRATEGY

The one-to-group management strategy focuses on the role of the principal in bringing the team together and promoting cross-communication. The strategy allows the principal as the manager in a school to give directives, analyse the work and encourage the group to work as a unit. The manager feels responsible for the development of the work unit. Hoy and Miskel (1991:46) explain that such managers strive for close adherence to the organisational expectations, they seek conformity and control by the unwavering use of the rewards and penalties designated in their official regulations.

This strategy encourages the principal to create dependency amongst his team in order to help it grow in its approach towards work. Thus he gives the team responsibilities that will make it work better. Each team member is allowed to be an equal. In addition the opportunities for value and good working environment are created. This management *strategy* “*perceives the work group as the center of authority*” (Hoy and Miskel, 1991:46).

In this management strategy the principal monitors whether the team does not exceed its given authority or mandate. He controls the progress made and sees to it that he intervenes whenever the team seems to be losing its grip. Lindelow and Heynderickx (1989:127) observe that by establishing the principal as the overall educational leader, one person becomes truly accountable for what takes place in each building.

In one-to-group management strategy, the leader assigns duties and tasks to the group while at the same time considering members inputs. He, however, monitors the progress and evaluates the results. This type of management subscribes to the idea that “*if we control better we manage better*” (Rayner 1996:5).

The principal in this strategy determines the preferred standards for performance and the team members are expected to tow the line. Members in the team are

Keith (1991:17) argues that participative management is highly consistent with the current quest for substantial qualitative improvements in educational sectors. Hence most organisations have recognised the importance of participatory leadership. According to Lindelow (1989:152) participative decision making is an essential feature of both team management and school based management. Participatory leadership makes all the members of the organisation develop a sense of its ownership and become part of its successes or failures. They feel as responsible as the manager for its performance.

Rayner (1996:vii) contends that participative, team-based organisations are more productive, more adaptive, and less costly; they produce better quality and develop employees who are more loyal and committed than their traditionally managed counterparts. Participatory leadership enables the team members to work for the common purpose and for the same goals and mission.

Participative management encourages the sharing of tasks as well as responsibilities. Hayes (1997:3) points out that organisational psychologists have known for a long time that when people are given responsibility, they act in a much more responsible way.

Responsibility facilitates organisational commitment in a school and thus enhances the school climate. The positive school climate enables the team members to execute their duties diligently.

Nevertheless, the team has to know that it may not make all the decisions for the school at all times. Sometimes the team will have to provide an opportunity for the relevant people to make decisions.

Drake and Roe (1994:146) provided a list that may serve as a guideline for participation and sharing of power in decision making:

- Sometimes the team may agree on policies and principles that may give the principal all the direction necessary to make a decision.

- Some decisions to be made could involve certain people who may want to have a say in the matter, since they are directly affected by the problem.
- Some decisions may require only the involvement of recognised experts on the faculty.
- Relevant people in a school may make project decisions.
- Only the administrator may make certain decisions. This must be understood.
- Some decisions must be made immediately. The administrator must have enough courage to do so. Crises occur; action is essential.
- Sometimes decisions may be prolonged for too long, and the principal may feel that the matter has to be closed. He will therefore need enough courage to make a final decision.

2.5.1 Team members in a participatory leadership

In participatory leadership team members tend to support one another especially when they are treated as equals, with their contributions equally respected. Mearoff (1993:67) observes that the team grows stronger when its members recognise and acknowledge one another's concerns. They can also contribute positively towards each other's growth and development.

Members in a team are expected to *"come together, channel their energies towards a common purpose and to accomplish what none of them single-handedly could have possibly accomplished"* (Buchholz 1987:2). Team members have to be given the opportunity to develop their potential, be creative and execute their duties with minimal interference.

Participatory leadership encourages the team members to be proactive rather than reactive. Fullan (1998:6) points out that proactive leadership is essential. In addition to that Chang (1995:47) states that a team functions as a real team when all its members participate not only when they are told what to do.

The survival attitude amongst the team members in collaborative leadership is often emphasised. Members are encouraged to be interdependent and to communicate the importance of one another in order to instill confidence. They also have to acknowledge and utilize each other's talents, ideas and insights. This is *because "groups are more vigilant, can generate more ideas, and can evaluate ideas better than individuals"* (Calitz 1995:13).

Participatory leadership brings about work-interdependency, which influences the performance and actions of all the other members in a group. It also brings about meaningful cohesion in a team. Calitz (1995:3) is of the opinion that one of the recurrent functions of management is coordination, which may include many activities such as planning, delegating and decision making. Thus the work that the team may perform, will not depend on scattered isolated individual efforts, but rather on collective team performance.

Tjosvold (1991:5) explains that it is often assumed that cohesion, similarity and harmony are critical for a team to cooperate and work together, and yet that is not the case, as this will be an unrealistic approach to human relations. Participatory leadership therefore does not over-emphasise conformity at the expense of individuality.

Participatory leadership is a form of management strategy and it does not guarantee the effectiveness of management teams. Thus it is not an end in itself. Participatory leadership paves the way to a successful team operation. Therefore this implies that there are effective and ineffective teams. The figure below analyses the differences between such teams.

Table 2.1: Differences between effective and ineffective management teams

Effective teams	Ineffective teams
1 Information flows freely amongst the members. It is also shared fully with openness and honesty.	1 Information is hindered in some circles, withheld and sometimes incomplete.
2 There is a lot of trust, respect collaboration and support amongst the team members.	2 Suspicion, participation and competition are the order of the day.
3 Conflict is regarded as natural, helpful and focused on issues and not on people.	3 Conflict is frowned on and avoided. It is viewed as being destructive as it involves personal traits and motives.
4 The atmosphere is participative, open and non-threatening.	4 The atmosphere is well guarded, intimidating and compartmentalized.
5 Decisions are arrived at by consensus, efficient use of resources and commitment.	5 Decisions are arrived at by voting, forcing or emphasising power.
6 Power is shared by all.	6 Power is hoarded.
7 The team is motivated to set goals by itself. There is a great chance for achievement through the group.	7 The team goes along with imposed goals. Personal goals are ignored, with individual achievement valued without concern for the group.
8 Rewards are based on contribution towards the group or peer recognition.	8 The basis for rewards is unclear. They may however be based on subjective, often arbitrary appraisals.

Taken from Quick (1992:4)

2.6 TEAM MANAGEMENT STRATEGIES THAT HAVE TO BE FULFILLED BY THE SCHOOL PRINCIPAL

First and foremost, the principal should know that he has to help his organisation to succeed. Hence he has to understand and strengthen his leadership strategies in relation to the shifting and challenging conditions in and outside his environment. Reynolds (1997:67) summarizes the role of a modern principal by stating that his present task is to motivate, advise, and coach others, rather than control them. He has to facilitate the efforts of others and lead the school into the future without trying to protect or to manage the status quo.

The principal has to be future focused, capable of change and be socially aware of the past and present trends in his profession. Relevant skills and strategies that will lead to the empowerment of the management team will have to be developed.

He has to define the roles of all those involved and give the organisation direction. Schwahn (1998:20) argues that all members of the organisation have the right to find meaning in their work.

In a team the principal is in a better position to influence the team in such a way as to get its members to commit themselves in anything they do. He can do this by either using his personal or position power. The personal power on the other hand is that which has been conferred to the principal by higher authorities. It however often fails to make people perform beyond expectations, as they do not receive enough motivation.

Through the right choice of management strategy the principal can enhance the performance of his team or impede its progress by clinging to the wrong methods. Options open to the principal can make him directive in his interaction with the team or be liberal by setting boundary conditions. Haycock (1999:86) maintains that effective principals clearly communicate minimum requirements for teacher participation in collaborative programs, planning and teaching. The

difference between the directives and boundary conditions can be understood through the following table.

Table 2.2: Directives versus boundary conditions

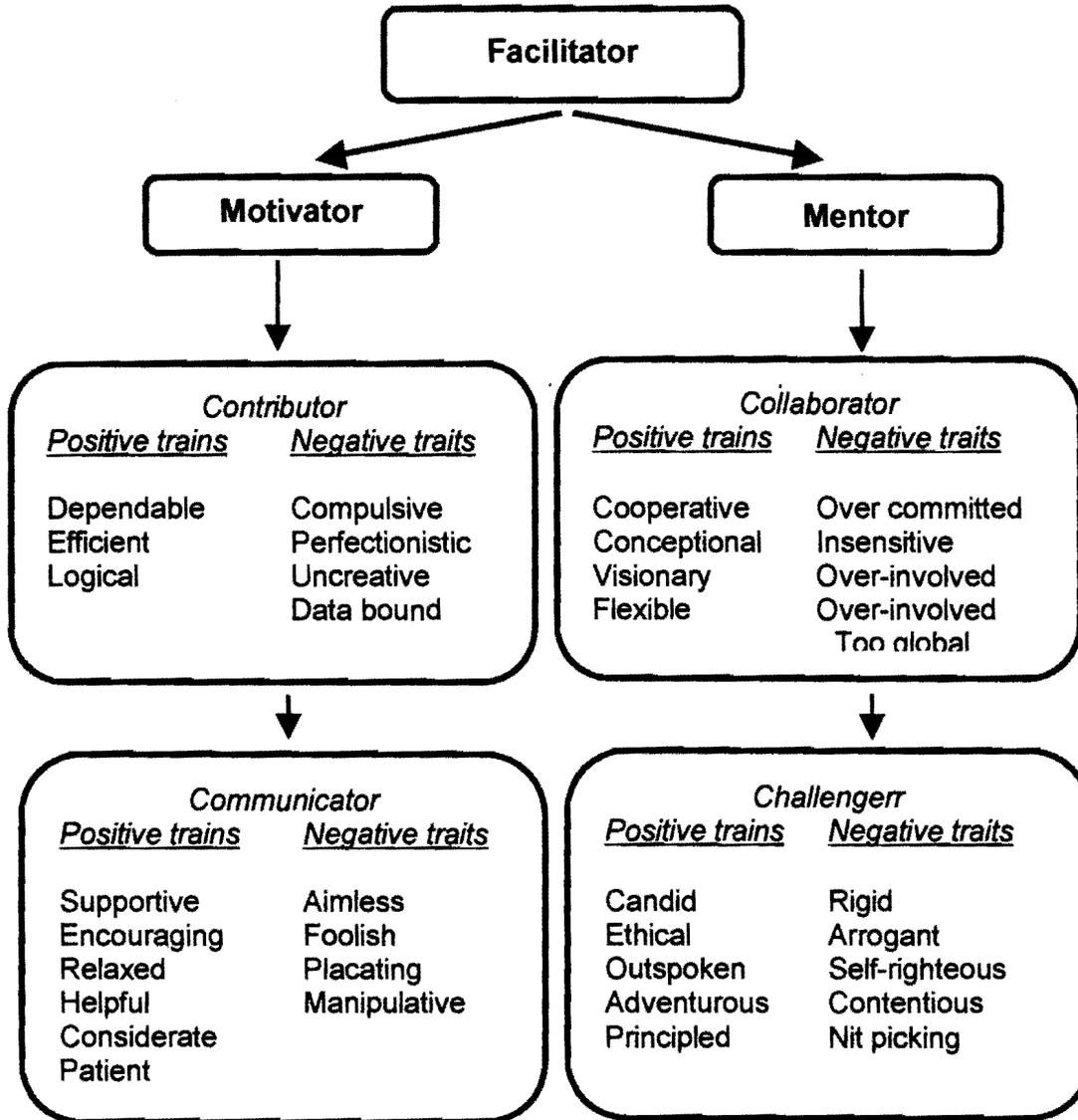
Directives	Boundary conditions
<p>❖ Management driven: specify what needs to be done and how it should be accomplished.</p> <p>Provide management control over actions.</p> <p>❖ Allow little opportunity for team creativity, innovation and commitment.</p> <p>❖ Discourage learning while preventing blunders.</p>	<p>❖ Shared leadership: specify the constraints and limitations that must be considered before the group. Determines what is to be done and how it can be accomplished.</p> <p>Provide greater team autonomy and sharper team's focus.</p> <p>❖ Create an atmosphere in which creative and innovative ideas are encouraged.</p> <p>❖ Encourage learning while preventing blunders.</p>

Taken from Rayner (1996:33)

From what has been presented in the table above, it can be deduced that the directive strategy is restrictive and will therefore lead to little or no significant development in a team. The boundary conditions strategy can contribute to the much desired team growth. The boundary conditions strategy defines the scope within which the team can operate and manoeuvre.

The different roles that the principal has to fulfil in order for him to empower his teams are summarized in the following diagram; and are discussed below.

Figure 2.2: Principal's role in empowering management teams.



Taken and amended from McEwan (1997:36)

2.6.1 *Mentor*

The principal should extend his work with interns from supervision to that of long-term mentor. Burke (1990:212) observes that mentor programs have been implemented and can be seen as successful in teacher preparations, in business, and in the preparation of school administrators.

The principal should assist the management team to acquire leadership and management skills through well-prepared schemes or programs. Fessler (1990:62) is of the opinion that mentor teachers provide novices with guidance and structure in the context of a trusting relationship. The principal should therefore further act as a support base for counselling team members in times of troubles, nurturing their development and advising and guiding them.

In some instances mentoring develops into a lifetime relationship. It can also mould the character and influence one's perceptions. Hence it is advisable for the principal sometimes to spend time with the team members outside the working environment. This will in a way provide him with an opportunity to get to know his management teams better as individuals.

The principal must be prepared to share what he has learnt with others, as his past experiences may be helpful to others. This will bind the morale of the team and also enable him and the team to become united.

When the principal acts as a mentor to the team, each member's weaknesses are minimized in order not to influence the functioning of the whole group. By seeing himself as part of the whole team, the principal can easily identify and model the behaviours he wishes to instill in the team. Laud (1998:25) contends that administrators who personally experience and model the change process have greater credibility when they ask teachers to change.

Being a mentor to the team, the principal can be its facilitator, motivator, contributor, collaborator, communicator and challenger. Each role is important and interdependent on the others; therefore it cannot stand on its own. These other different roles that the principal can play in a team are discussed below.

2.6.2 *Facilitator*

Blasé and Blasé (1994:129) believe that the primary role of a principal is that of facilitating-collaborative efforts among mutually supportive trusting professionals. Therefore this implies that the principal has the challenging task of bringing together the individual efforts of the team members. The principal should act in the best interests of the team and the organisation as a whole. He should know that he is the catalyst that makes things happen in the organisation. He should however know that he is not a lawgiver or a sole decision-maker.

Quick (1992:22) suggests that the primary task of a principal as a team facilitator should be to help the group to achieve its objectives rather than to lead it. Rayner (1996:31) supplements the idea by describing the role of a leader as that of working with the team, helping to develop its ability, using information, solving problems and making decisions.

Through well-developed facilitative skills and planning the principal can unleash the power that is in him and in his team. Goldring (1993:135) highlights the fact that principals as facilitators have to create conditions that will enable those working in their schools to accomplish tasks with a strong sense of personal efficacy.

Good facilitation creates a favourable condition for sharing and development. This also perpetuates a positive school climate. The positive school climate in turn leads to the organisational commitment that will also enable the management team to act as good facilitators too.

In acting as facilitators the management team will be supplementing each other's weaknesses and those of the principal, because different people have different

skills. In allowing the team members to facilitate some of the activities, the principal should support them with encouragement, resources, thoughtful discussions as well as guidelines.

Fogg (1994:44) identifies the following three types and levels of facilitators' skills:

- A *Process:* Putting the planning process together and making it work.
- B *Content:* Giving specific solutions to business and strategic problems.
- C *Intervention:* Breaking personal, organisation and business decision blockages.

The above three levels are well illustrated and analysed in the table that follows.


Table 2.3: Facilitator's job description

<p>1 What the facilitator does</p> <p>A Process</p> <ul style="list-style-type: none"> ➤ Structures <ul style="list-style-type: none"> - Structure the process - Defines key analyses - Produces the manual - Handles documentation ➤ Training <ul style="list-style-type: none"> - Trains in planning and process ➤ Facilitation <ul style="list-style-type: none"> - Facilitates major meetings - Teaches others to facilitate - Gives private advice on process - Schedules meetings ➤ Resourcing <ul style="list-style-type: none"> - Training - Outside facilitators - Content specialists 	<p>What the facilitator doesn't do</p> <ul style="list-style-type: none"> - Develop the plan - Write the plan - Make decisions - Become a power point - Play politics - Execute the plan <hr/> <p><i>When the boss facilitates: as part of the team</i></p> <ul style="list-style-type: none"> - Be a member of the group - Speak last - Use good facilitator skills - Be neutral - Let the team come to consensus - Don't dominate or be authoritative - You always have the deciding vote – use it sparingly
<p>B Content</p> <ul style="list-style-type: none"> - Solutions to specific strategic issues <p>C Intervention</p> <ul style="list-style-type: none"> - Diagnostic interviewing (initial / in process) - Private counsel - Team interventions - Keeps process on time 	

Derived and amended from Fogg (1994:46)

The process skill from the above table can be regarded as the first level, which enables the principal as the facilitator to have practical knowledge of planning and know how to execute his plans. However his plans should adapt to the organisational environment and reflect on its complexities.

The second level of content deals with the skills of finding specific solutions to problems. As a facilitator the principal has to be capable of bringing about solutions which may facilitate change in an organisation. He should however understand the organisational behaviour.

The third level in the table alludes to the principal's skill of intervention, especially when there are deadlocks in the discussions. This skill will enable him to come up with the strategies that will break the personal, organisation and school business decision blockages.

Things that a good facilitator should not do are also analysed in the above table. As a facilitator the principal should know that he is also part of a team and should therefore abstain from being dominant.

2.6.3 *Motivator*

Everard and Morris (1990:24) define motivation as getting results through people or "getting the best out of people." Therefore as a motivator, the principal should strive to get the best out of his team through the right techniques.

In motivating his team the principal will actually be unlocking the team's potential and confidence. This team has to be constantly encouraged to perform its best. This however will have to be done in a favourable climate that can also facilitate commitment. It is therefore the responsibility of the principal "*to create an atmosphere within which good staff morale can be fostered and maintained*" (Rebore 1985:261).

The principal as the motivator also faces the task of motivating the team to become autonomous and innovative. The range in which the team will be operating should be clearly delineated, to enable them to know the degree of their freedom.

The management team has to be motivated to perform well and to develop its creativity especially in problem solving. The principal should involve his team right from the beginning of the problem-solving or decision-making process. He should also express his positive attitude to the team and instill a similar positive attitude in them.

Motivation serves as a constant incentive to the team to perform well. It directs and channels the team's behaviour in such a way that it eventually works towards a common goal. Thus principals "*should broaden the range of incentives to enhance motivation*" (Hertzog and Koll 1990:79).

Hoy and Miskel (1991:191) identify two types of incentives namely extrinsic and intrinsic incentives. Extrinsic incentives refer to incentives provided by the organisation or other people. On the other hand intrinsic incentives are those, that are invested within the institution, and those which the individual grants himself. Parker (1990:106) suggests that incentives help to stimulate the enthusiasm and commitment that are needed to sustain an innovation.

One factor which the principal can also employ in motivating his team is to set high standards or expectations for the team. This will motivate the team to work hard. The principal should however note that his personality as a motivator plays an important role, and that his perceptions can be passed on to his team. He therefore has to demonstrate his dedication to the improvement and empowerment of his team.

The principal will have to know that there are several factors that can motivate the team. These factors include achievement, responsibility, recognition, advancement, the work itself and personal growth. Each of these elements is briefly discussed as follows:

- **Achievement:** The principal as the motivator has to create the opportunities for his team to achieve. Blasé and Blasé (1997:47) emphasise that shared governance principals often fade into the background themselves, minimize the limits to teacher decision-making and action, and push gently for teacher leadership. The team members will have to be given a chance to unravel their potential and to contribute meaningfully to the school. They will have to be encouraged to put their innovations and creative ideas concerning work into practice. This will afford them a certain level of satisfaction, which will make them want to explore more.

- **Responsibility:** This is one form which the principal can employ to show the team that he recognises and appreciates its effort by giving it more responsibilities. Seyfarth (1996:159) identifies various activities that individuals in the management team can be engaged in. This includes serving as officers for a professional association, taking part in regional or statewide service activities, serving as mentors or chairing various committees. The act of passing on the activities to the team can make it become more responsible and motivated to work harder.

- **Recognition:** The team will have to be entrusted with important decisions in an organisation. This will indicate to them that the principal trusts and recognises their ability to solve problems. They will feel accepted and therefore be comfortable in the "adventure". Blasé and Kirby (1992:71) arrive at the understanding that recognition of individual teachers' strengths has been viewed as a means of maintaining and developing teachers' skills while promoting teachers' confidence and satisfaction.

- **Advancement:** Teachers have to be mentally prepared for promotions and the best things in life. Thus it is the duty of the principal to constantly make positive comments in that regard. He has to motivate

his team to view the future optimistically in terms of personal and work advancement.

- *Work itself:* The work in an organisation may look appealing and not tiring to one's mind if it is properly planned. Sevfarth (1996:191) observes that working conditions in many schools are such that even motivated employees are unable to achieve maximum productivity. Thus the principal has the important task of initiating and planning the organisational work in such a way that it will bring satisfaction to those involved with it. People want to know what their tasks entail, what challenges they are likely to meet and be given the assurance that they are doing a very important job.

- *Personal growth:* Erasmus and Van der Westhuizen (1996:200) mention that personal growth in organisations fosters the idea that, because learning is a lifelong experience, there is always something new to learn and find out about oneself. The organisation will therefore have to create opportunities for personal growth through staff development programs. Well-constructed programs will satisfy the team's need to learn and improve itself. It is in the nature of people to seek knowledge, which will put them in a better position. Thus the prospects of self-improvement in an organisation will motivate the team.

2.6.4 Contributor

The principal plays a vital role in building and developing a team. Hence he has to be dependable and efficient. He should present his ideas in a logical, systematic and practical way. Thus his contributions in a team should be such that they benefit his position as a leader and the team as a whole.

The contributor should also be receptive to corrections, as no one is perfect. He should encourage his team to be more than willing at all occasions to express

their ideas. Blasé and Blasé (1994:75) are of the opinion that a principal should be receptive to new ideas and ways of doing things. Thus a principal has to learn to value the opinions of others.

Team members will have to be trained in such a way that they blend well with the organisational culture, and that they consider and respect each other's contributions.

2.6.5 Collaborator

"It is the duty of the principal to systematically structure the school to encourage authentic collaboration by establishing a readiness and common goals and by responding to the school's unique characteristics" (Blasé and Blasé 1994:127). Thus the principal has to see to it that all the members in a team help and support one another.

He should bring together the different ideas and opinions of the team members, in order to create a tangible vision for the entire group. Parker (1990:108) suggests that one of the overall goals of the human resource development model is increasing collaboration or collegiality as well as expanding the roles and responsibilities of participants. The principal should keep his team working at all times by challenging it with new goals that will make it perform outstandingly. Although that may be the case organisational goals and objectives will have to be clearly formulated and understood by everyone.

Burke (1990:209) believes that for collaboration to be successful in a school, it should include all the partners as professional equals. Thus the principal as the collaborator has to treat all the team members as equals, and regard them as being of equal value to the school.

2.6.6 Communicator

Communication is a key element, which unlocks and removes the barriers to empowerment. Without meaningful or effective communication, team members cannot experience growth. The principal should therefore understand that in empowering management teams, communication does not only have to be vertical, but also horizontal. *“This includes establishing and maintaining effective two-way communication between the various organisational levels within the school”* (Rebore 1985:261).

The principal should create an environment in which ideas are shared and communicated on the same basis. This will encourage mutual acceptance and unity with team members treated as equals and behaving accordingly.

The principal should freely share information with his team and welcome the efforts to improve the organisation. He should see to it that a suitable atmosphere of trust is developed. Blasé and Blasé (1994:127) stipulate that the principal should model, build and persistently support an environment of trust among teachers.

2.6.7 Challenger

A team, which is not challenged, is the one, which will not develop. Thus the team has to be given tasks which can make it improve its skills. The principal as a challenger will have to adopt an attitude of involving others in problem solving. In engaging his management team in problem-solving situations, he will be creating an opportunity for them to develop. Rebore (1985:43) observes that team management makes good use of the talent that is present in most organisations.

The team can be challenged to perform better by allowing it to be creative and innovative. This will only develop well if a team can be allowed to take risks. Calitz (1995:15) observes that group interaction and the achievement of consensus usually result in the acceptance of more risks than would be accepted

by an individual decision-maker. Management teams are capable of taking risks if and only if a non-threatening environment is created – one that is free from fear, criticism or reappraisal. By allowing the team to take risks, the principal will be providing the team with the luxury of exploring new ideas. Blasé and Blasé (1994:7) believe that with successfully shared governance principals allow teachers to deal flexibly with uncertainty and complexity and support them in taking risks without the threat of the consequences of failure.

Teams should be allowed to propose feasible ideas to the principal as another form of challenge. This will enable the school to be selective in its implementation of new ideas, since these will be evaluated and carried out on the trial and error basis.

2.7 CONCLUSION

Management teams' strategies elucidate the relationship that may exist between the principal and his team. The strategies allude to the team organisation and mode of operation. Thus the traditional and modern strategies show discrepancies in managerial roles.

The principal as the developer of human resources in an organisation is faced with many roles. He has to fulfil the role of being a facilitator, motivator, coordinator, collaborator, contributor, communicator and challenger. In addition to that, he has to see to it that the right atmosphere in the school is created to foster growth and development.

In the following chapter leadership as well as different forms of empowering management teams will be discussed in more detail.

CHAPTER 3

CAPACITY-BUILDING FOR MANAGEMENT TEAMS IN SCHOOLS

3.1 INTRODUCTION

Lambert (1998:17) argues that if people are to sustain improvements and build on the strength and commitment of educators, they will have to address the capacity of schools to lead themselves, and rethink both leadership and capacity building. Capacity building as a process of empowering management teams has many benefits for the school.

Fessler (1990:66) maintains that empowering teachers for leadership roles provides opportunities for their higher level needs satisfaction, and it brings valuable expertise to the problems of school improvement. Management teams' empowerment brings about intellectual renewal to the school, and is such that change becomes inevitable. This is due to the fact that empowerment can make the team members knowledgeable, confident and better decision-makers. *"Staff desire committed, positive and decisive leadership"* (Dinham 1995:52).

Capacity building defines the role of a principal as well as that of the team members in a school context in such a way that the principal will not regard himself as a director but rather a developer of human potential. The management team is capable of doing its best, especially when it is supported by a strong administrator, is surrounded by enough resources, clear focus, and sufficient training and development.

According to Johnson (1998:281) empowerment can make the majority of people in an organisation feel that they count, that they matter and make a difference. Thus through a well defined capacity building program, management teams can be in a position to be driven by the same vision which will enable them to take the rest of the school community with them into the future. Herzog and Koll (1990:77) suggest that teacher empowerment

can become a reality only if principals have the skills and the predisposition to make it happen.

Johnson (1994:6080) notes that reforms have increasingly recognised that students will not become creative and critical thinkers if their teachers are bound by regulations. Therefore this also indicates that school managers have to be given enough freedom to be effective in executing their duties.

When probing aspects of empowerment Chion-Kenney (1994:56) discovered that empowerment embraces shared governance, participatory management and collaborative work environments. Empowerment forces a rethinking of traditional power structures and allegiances, calling into question what leadership is, who has it, and how it can be used to build capacity for continual school improvement.

3.2 EMPOWERMENT OF MANAGEMENT TEAMS

Empowerment of management teams is an act of expanding the team's knowledge tank, with the aim of freeing and developing its potential. This process enhances the team's confidence and its ability to influence the organisation. Thus the principal should view the management team as co-partners in decision-making processes.

Short (1994:38) discovers that the positive work environment brought about by the school participants who are able to initiate and carry out new ideas, results in enhanced learning opportunities for students. An ideal leader in an organisation creates an interdependent attitude by empowering, liberating and serving the others. This is done in order to place the organizational interests first.

Management teams are important entities that are capable of taking the school into a brighter future. Therefore in empowering management teams, the principal has to subordinate some of his managerial roles. Chion-Kenney (1994:56) explains that empowerment of others does not mean to abandon the responsibilities of leadership, but to fix in others, on whom the job rests, both the sense of direction and the responsibility for its achievement.

When the principal subordinates his managerial role in favour of a team, that does not mean that he relinquishes or surrenders his prerogatives as a manager of a school. Lindelow and Bentley (1989:140) are of the opinion that the success of team management depends on more than the senior officer's willingness to share power, but also on such factors as trust and commitment.

The team has to act in a responsible manner and not as the principal's competitors. Thus the team has to view itself as a team which is being specifically selected to manage the school together with the principal. In this type of a situation, the principal acts as the team's coach. Calitz (1995:3) mentions that there are two types of approaches with reference to coordination, namely the "ships crew" approach which is a metaphor for a hierarchical administration, and the "sport team" approach which is a metaphor for participatory leadership.

Haycock (1999:83) states that effective principals set direction, facilitate change, and communicate with stakeholders on a regular and ongoing basis. They also allocate the necessary resources to support selected goals and priorities, solve problems throughout the process, and monitor implementation. The principal has to understand that he is part of the proceedings in a group. He therefore has to realise that sometimes the team's ideas may differ from his own.

The team may also employ means other than those that the principal might have personally chosen to achieve the objectives. This will remind the principal that the team is made up of people who are capable of making mistakes and learning from them. The principal will therefore have to *"accept the team's decision and support its attainment"* (Goldring 1993:136).

3.2.1 Empowerment in the form of establishing and developing communicative skills

Wynn and Guditus (1984:74) define communication as the process of exchanging information, beliefs and feelings among people. Communication can be verbal or non-verbal. In an organisation communication is linked to high performance especially if it is well developed.

Hertzog and Koll (1990:77) are of the opinion that effective communication should occur between principal and staff, so that the principal's verbal and non-verbal behaviours can communicate a clear message relative to the importance of professional growth. Professionalism is nurtured through sound methods of communication.

In an organisation, information may travel up, down or horizontally. Wynn and Guditus (1984:74) observe that the more complex the organisation is, the more critical its communication becomes. This implies that communication forms the basis of every aspect of management and organisation.

Team members have to be encouraged to trust one another in order to foster an effective communication. By trusting one another, team members will be in a position to express their feelings freely and be able to discuss misinterpretations and misunderstandings. Johnson (1998:12) agrees that leadership depends on trust, a trust which is based on shared understanding.

Harvey (1995:72) points out that sometimes both deputy principal and teachers could attach alternative meanings to administrative acts. Hence a culture of clearing up misunderstandings has to be developed by treating team members as equals.

The principal and the management team should know that listening is part of communication and this ability has to be developed. Listening enables one to respond relevantly, and it also develops patience, sensitivity and emotional maturity. Thus team members will have to be encouraged to develop their listening skills through various methods of communication.

3.2.1.1 *Types of communications in an organisation*

The following types of communications can be identified:

- ◀ *One-way communication:* In this type of communication the sender transmits the message to the receiver. In most cases the message is instructive in nature and does not require any response but compliance. Nevertheless, "the message being conveyed must be explicit and easily understood" (Emerson

and Goddard 1993:163). This type of communication is usually in the form of a circular, or comments, which may expect the team members to confirm receipt thereof. Thus the management team has to know that in such types of communication they may not in any way influence the message.

- *Two-way communication:* This is the most common means of communication whereby the sender transmits the message and the receiver responds. In this communication the receiver can influence the message. The receiver can criticize, do suggestions, do corrections or modify the message. This type of communication in a group setting yields more results when it is practised orally. It refines and encourages interaction, especially during the problem-solving and decision making process. Emerson and Goddard (1993:162) argue that two-way communication should be such that all participants feel that their voice can be heard and that it counts.

When two-way communication is non-verbal, it provides a permanent record for example the minutes of meetings. Written documents are essential especially if information has to be retrieved. However most organisations prefer oral communication to written communication. Oral communication is faster, economical and provides immediate responses, which can easily be tested.

- *Upward communication:* This type of communication takes place in organisations in which the managers believe in an open-door policy.

In contrast Emerson and Goddard (1993:161) point out that many heads claim that their office door is always open, that they are directly approachable by staff, pupils, parents and governors, yet the door posts create an invisible barrier. Thus principals should remove all the barriers that may threaten the school community to interact freely with them. Usually in upward communication the subordinate goes to the senior officer for advice, problems or presentation of grievances. However this type of communication warrants good interpersonal skills and approach from the principal.

Lindelow and Bentley (1989:140) suggest that team members must feel free to disagree with their seniors without the fear of falling into disfavour. This upward form of communication will develop, as there is mutual trust and confidence. The principal as well as the team have to know that they work for the good of the whole organisation. Uncertainties concerning approaching the principal with bad news have to be removed because sometimes the subordinates find it difficult to break bad news to the principal without fear of being accused of disloyalty.

- *Horizontal communication:* Horizontal communication is sometimes referred to as lateral communication. This type of communication takes place among peers or other members in coordinating positions. This is the most used and understood form of communication in a group setting.

Wynn and Guditus (1984:79) believe that it is much slower and less efficient to have a one-to-one transmission of information along the channels of hierarchy. This implies that the horizontal type of communication is effective where there are management teams. *"The management team is a useful vehicle for horizontal communication; and it is less effective in schools without team management"* (Wynn and Guditus, 1984:79).

Horizontal communication has many benefits for the school, such as bridging the gap between upward and downward communication. Horizontal communication also provides an opportunity for the team members and the staff to address their social and emotional needs. Maurice (1990:22) maintains that the primacy of communication is derived from its power to bridge divisions without denying their pervasiveness or assuming that they can be readily reunified.

- *Downward communication:* It is the type of communication which is found in almost every organisation, and it is essential for control. It portrays the administrative power of the manager as he uses it to pass on instructions and prescribe work procedures and practices.

Most subordinates may feel that their ideas and feelings are being suppressed in downward communication, especially if over-used. Downward communication can send out different signals and interpretations to human minds, especially if it is in written form. Wynn and Guditus (1984:80) maintain that meetings of the team and provide an opportunity for simultaneous upward, downward, and lateral communication with feedback. This is a major advantage and a reason for the existence of team management in the first place.

3.2.1.2 *Listening skills*

Management teams have to develop the skill of listening. Coursen and Thomas (1989:252) stipulate that communication is listening as well as speaking, understanding as well as being understood. The listening skills have to be well developed, as they will enable the team to assimilate all that has been said. Listening as a skill is fundamental to effective communication in that it facilitates the possibility of an effective problem-solving process and also increases friendship.

Listening requires high concentration and discipline. Through effective communication people should be given the opportunity to express their ideas and feelings, since communication is an essential tool that determines and directs the health of the organisation. The organisation should therefore try to rid itself of distortion of information.

Coursen and Thomas (1989:261) suggests that a supportive, encouraging, open climate stimulates communication and avoids problems related to misinformation and misunderstanding. Management teams have to provide a timely response to the rest of the staff should the need arise. They should also be prepared to listen to the problems passed on to them.

3.2.2 *Empowerment in terms of creating a team vision*

A vision is a unique way, for the mind to focus on, in order to capture the future. A vision enables the team or an organisation to remain focused, as it gives people an idea of what the future will look like and where people are coming from and going. It integrates people

into the organisation. Chion-Kenny (1994:58) maintains that people need reflective experience before they can form a plausible vision.

A vision inspires the team to know what it stands for, believes in, and thinks is important. It provides members with a sense of purpose and a tool for understanding how their efforts contribute to the overall success of the school. Thus the principal has to know that his role is "*enhanced by visionary leadership*" (Haycock 1999:85).

The team's vision has to be based on reality, be optimistic, and responsive to both the immediate and future needs of the school. A vision will have to be regarded as a guide for the team's actions and activities and it will have to be understood by all the members. Dinham (1995:53) states that it is important for the principal to espouse and encourage forward thinking, a sense of purpose and a collective vision.

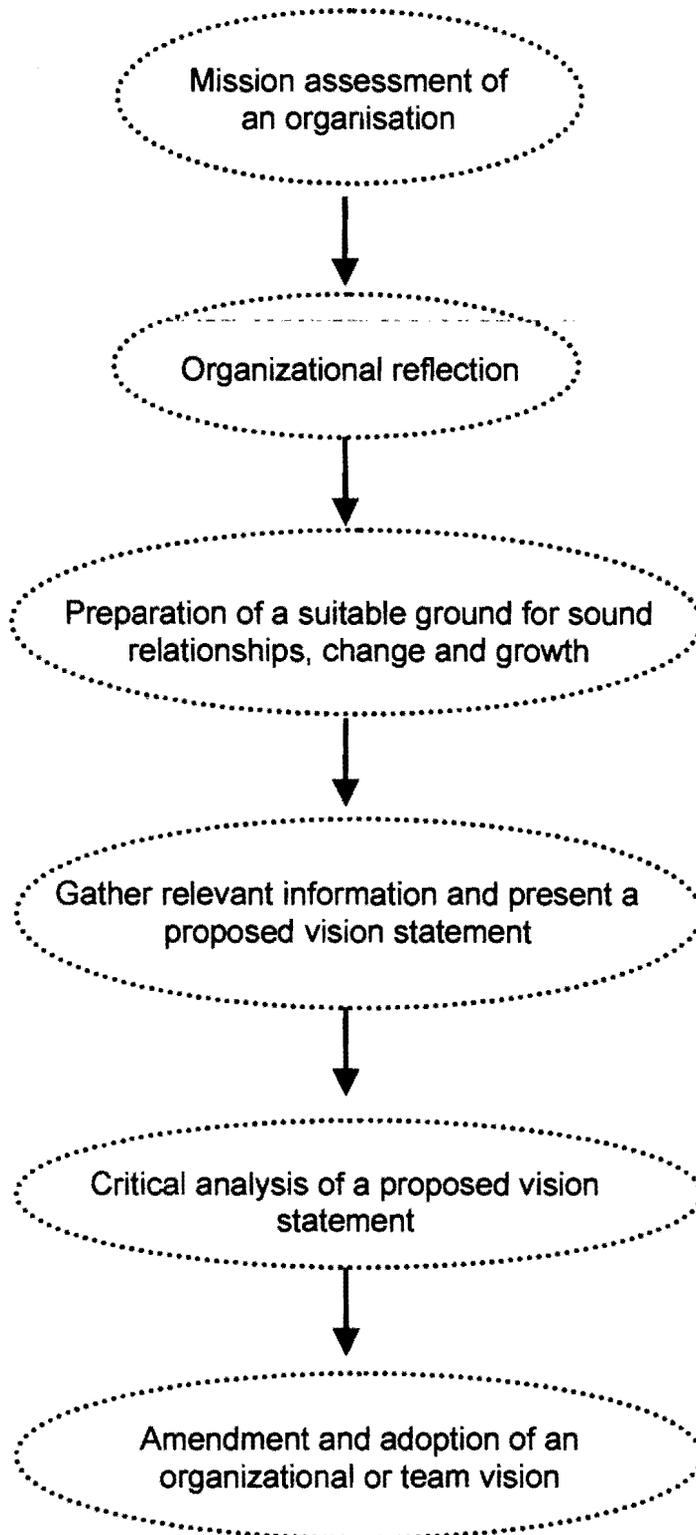
A collective and well-communicated vision can urge the members to commit their energies and ideas to the development of an institution. Johnson (1998:281) contends that every empowered team has to start out with a clearly defined mission. A vision enables the institution to observe and utilise its resources to the maximum. Nevertheless a clear and a tangible vision requires skilful leadership.

A viable vision unites its members; members will understand how their joint efforts fit and contribute towards the realisation of a dream. A vision like a dream does not just come out of the blue; it has to be created through reflection. Other people's ideas, concerns and organizational experiences will have to be considered when creating a vision. A team vision will have to be responsive to internal and external factors.

3.2.2.1 *Sequential steps in creating a common vision for a team*

The steps in Figure 3.1 can be followed in creating a common vision for the team.

Figure 3.1: Sequential steps in creating a common vision



The first step towards creating a viable vision for the team is to assess the mission statement of a school as indicated in the above diagram. The principal will also have to

consider the prevailing situations in the school in order to prepare for its future. Theron (1996) contends that when an organisation fails to change and develop, entropy occurs – the organisation stagnates and eventually declines.

The stage of reflection enables the team, together with the principal, to look into the past as well as into the present situations and experiences of the organisation in order to prepare for the future. The team's structure as well as the team's mode of operation will have to be looked into. Thus the constitution of a team and of an organisation will have to be put into perspective in order to facilitate clear direction and planning.

The team has to prepare a suitable climate as a foundation for planning and at the same time can facilitate sound relationships, change and growth. An environment that will allow the group to be bold in putting forward ideas will have to be encouraged, because “vision-building is about enrolling the interests and aspirations of others” (Foreman 1998:24).

The fourth stage, which is preceded by the formation of a suitable atmosphere in an organisation, emphasises the gathering of relevant information. According to Drake and Roe (1994:37) the principal has to be capable of gathering background information, pros and cons from a variety of sources before forming an opinion.

Once the team and the principal have formulated a proposed vision statement, the fifth step suggests that the proposed statement be analysed and evaluated critically. Inputs will have to be received and amendments are made where necessary. The relevancy and applicability of the vision to the situation will have to be considered. A vision will have to withstand critical times for it to pass the test.

Step number six points out the adoption and implementation of a vision. The proposed vision statement may be adopted as it stands, or it will have to undergo some changes. This will be done in order to ensure that the organizational mission fares well.

Reynolds (1997:35) contends that being able to create a vision of the future and to develop a shared commitment to its attainment is critical to organizational effectiveness. A well communicated shared vision will prevent some members in a team coming up with

and pursuing their own hidden agendas contrary to the main vision. Thus the practice of separate visions can bring confusion, retard progress and lead to division.

In an organisation in which its members pursue different visions, the practice can lead to a waste of time and effort. Thus individual priorities will be pursued whilst rejecting those of others. The principal should however note that not all the people could heartily embrace all the components of a shared vision.

3.2.3 Empowerment in terms of facilitating the setting of individual and team goals

Reyes (1990:47) maintains that schools exist in order to facilitate goal attainment. Therefore teachers and principals must relinquish some of their individual flexibility and freedom to achieve personal and organisational goals. It is of vital importance that team members have their own personal goals apart from those of the organisation. This will enable them to be more focused and directed.

Davies and Lyons (1981:58) argue that goals in the organisation provide guidelines for subsequent activities, secure members' commitment and provide a basis for the determination of priorities. Thus individual members' goals should be based on those of an organisation.

Team members have to set personal goals that are of interest to them, promote their values and are supported by others. *"Goals motivate people to join schools and continue participating in them, they provide a source of work motivation, and they are useful for assessing performance"* (Reyes 1990:48). Set goals will have to be realistic and within reach for organisation members to pursue them enthusiastically.

The principal will have to motivate the individuals constantly to work hard towards achieving goals. He should insist on periodically receiving responses from the team on how effective they are in advancing towards achieving their goals. Individuals will also have to be motivated to ascertain how far they are from their goals.

An environment which can facilitate growth, advancement, self-esteem and professional recognition will have to be created. The period allowed for achieving goals, as well as the means, will have to be made known to all.

3.2.4 Empowerment through involvement in decision-making processes

The decision-making process is a fundamental element and a determining factor in a school. It points to the success or failure of an institution. It also boosts the morale of all those who are involved. Rice (1994:55) argues that when teachers do not perceive their involvement in decisions to be influential, their actual and desired levels of involvement decline and so does their over-all performance and job satisfaction.

Management teams have to be informed about their responsibilities in relation to certain decisions. Their influence regarding their inputs and outcomes has to be well communicated. McEwan (1997:81) is of the opinion that information is a critical aspect of quality decision making, and it should always be accurate and adequate. Sufficient information helps the team to generate a considerable number of alternatives, and this sharpens their skills and perception. The information also leads to the making of qualitative decisions.

Dinham (1995:52) concludes that people want to be listened to and that they also want their views to be considered by their leaders. Thus those who are directly affected by a problem will have to be given a chance when a decision is made.

The principal has some obligations with regard to team decision making. Drake and Roe (1994:263) reports the following implications with regard to team decision-making:

- The principal has to be committed to supporting the team when it seeks solutions to the problems.
- He should know that the team opportunities might require quite some time before members can form a true working group.
- An environment which can facilitate open and threat-free communication will have to be created.

- The principal will have to support the team members to tap into the experiences of others who have tried similar solutions, or even totally new ideas in the team.
- Team members should expect continuous refinement or even new directions as the proposed solutions are implemented. A one-time decision resulting in an etched-in-stone solution will result in simply substituting one rigidity for another.
- The principal will need to be patient as the team matures in decision-making.
- The principal will finally have to be prepared to accept the risk of imperfect results.

3.2.4.1 *Styles in decisionmaking*

The following styles in decision taking can be identified. However, it should be noted that all these styles are situational, and that sometimes they can supplement one another.

- *Autocratic decision making:* With this style the principal takes decisions without consulting others. He therefore informs everyone about what has to be done and what is expected of them. Although this sort of style is ideal in the case of a crisis or emergency, it may cause dissatisfaction in the organisation if the style is not properly applied or overused in other instances.
- *Persuasive decision making:* The persuasive style enables the principal to use his powers of advocacy to influence the people and justify the decision he has made. In a way he persuades the people to accept it as their own and as final.
- *Consultative decision making:* This method of decision making has many advantages and can be regarded as an ideal method. With this method the principal involves the others who may be directly affected by the decision and thus generates as many ideas as possible. The decision made is liable to be accepted as the brainchild of those who have been involved. Even the implementation thereof becomes effective, as everyone feels responsible.

➤ *Decision making through consensus:* Effective decisions are not within easy reach. They require critical skills which are often elusive and difficult for teams to master. Sometimes teams make the mistake of ensuring that each time total agreement has to be reached before consensus is attained. This is highly unlikely, because in such cases the decision will be unanimous. In describing consensus Ryaner (1996:74) states that consensus does not mean that everyone on the team thinks the best possible decision has been reached. It does mean that no one is professionally violated by the decision and that all team members will support its implementation.

Thus for a decision to be reached through consensus the case under discussion should be clearly defined. When discussions are under way, the focus should be on the similarities rather than on the differences. The principal as a facilitator should point out the existing agreements and areas that are common to all; this will ensure progress. A reasonable time will have to be allotted to such meetings in order to enable all the team members to present their cases.

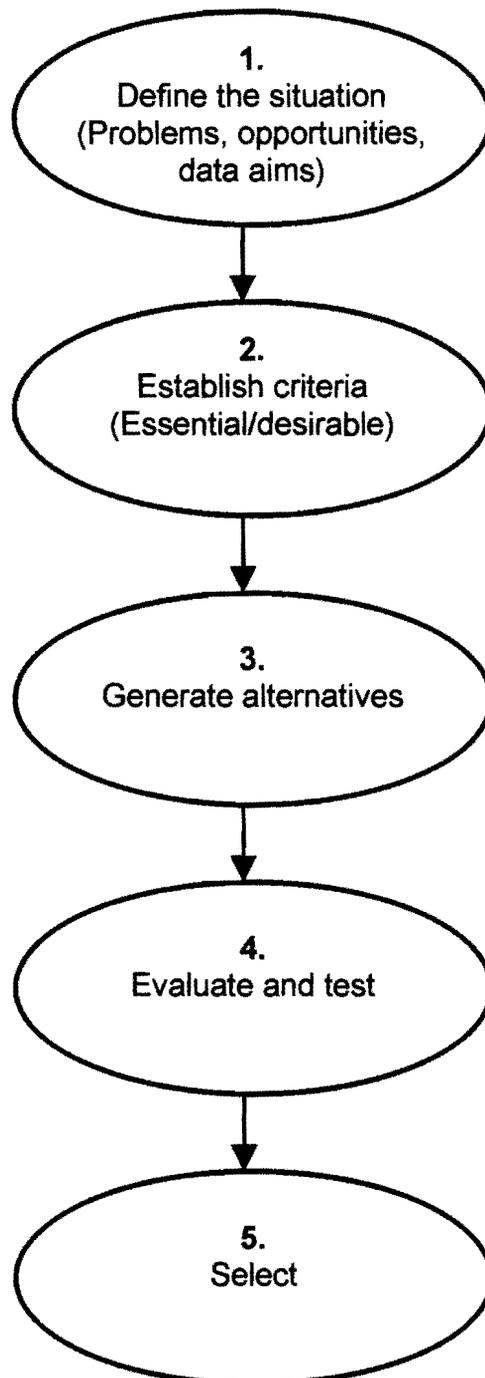
Team members should be discouraged from seeking the short-cut method of reaching consensus. Topics should be exhausted in discussions to encourage openness. This will also ensure a full support from the members when a selected idea has to be implemented.

The principal's ability to bring together the management team for the decision-making process is very important. McEwan (1997:3) points out that consensus decision making is the best method for leading groups to creative and quality decisions.

3.2.4.2 *Steps in decision making*

Everard and Morris (1990:48) identified the following logical steps in decision making:

Figure 3.2: Steps in decision making



Taken from Everard and Morris (1990:48)

In defining the situation as the initial step towards decision making, the management team will realise that sometimes decisions are made in order to correct or improve a situation. The team will have to understand the situation in order for it to identify the need to take a decision. In cases where a decision is made in order to improve the

present situation, the ideal situation will have to be reconstructed and compared with the present.

The second step, which is the establishment of criteria, calls for the management to define the needs of the situation. Priorities will have to be set and the needs split into essential and desirable ends. The criteria established for this step will be used in step four to discard non-essential alternatives.

Generation of alternatives, which is the third step, alludes to a number of available alternatives. This emphasises the fact that teams have to generate their own alternatives. In step four the identified alternatives will have to be assessed, that means, they will be evaluated and tested. Those that will not yield the desirable ends will be discarded.

Step number five entails the selection of the best possible alternative. The selection determines the course of action. The manager should therefore try to secure the acceptance of the decision as it may involve others for implementation. Once the decision has been implemented, the management team will have to evaluate it, and assess its success towards the achievement of goals.

Should the implementation of a decision require action, the action plan will have to be drafted. The action plan will have to indicate who has to do what and when. This also will encompass the constant reviews. The action plan will have to be placed on paper for record purposes and for the clearing up of misunderstandings.

3.2.4.3 Benefits of empowered decision-making processes

According to Lindelow (1989:155) one of the fundamental arguments for shared decisionmaking, is that it is the method of school management which is most consistent with democratic principles. This method of decision making accords those who are closer and are affected by the problem to make a decision. This method also teaches both the team and other members of staff democratic values.

Participation in the decision-making process increases the acceptance of the decision taken. People tend to understand it better especially when it has to be implemented. Group decision making makes the team "*become stakeholders in the decision*" (McEwan 1997:3). Therefore this implies that the process enables the team to become more committed to the successful implementation thereof.

Chion-Kenny (1994:3) highlights the fact that shared decision making increases both the quantity and the quality of communication, which is more likely to be informal in face-to-face meetings. The team has ample opportunity to generate as many alternatives as possible, since two heads are better than one. Calitz (1995:13) maintains that group decision making provides a greater number of approaches to a problem because individuals are more likely to be close to one another in their way of thinking.

The sharing of ideas in a team builds up support for all members as they will become more competent and committed to their work. This in turn will increase job satisfaction and performance. Team members are capable of learning a great deal from one another especially when they have to solve a problem together. Lindelow and Bentley (1989:135) agree that the need to solve increasingly complex and sophisticated problems has led to change in almost every field of human endeavour.

When a team is engaged in an empowered process of decision making, its members learn a lot about the technical complexities of their task. By working together as a group, the team satisfies its needs for acceptance and self-actualization.

Rebore (1985:43) contends that change is more likely to be implemented with minimal resistance if decisions are cooperatively made. Thus collaborative decision making is a vital instrument towards school transformation and restructuring. The attitudes and behaviours of team members can be changed by a collaborative decision-making process. This is because they learn to listen to others, compromise and consider other people's opinions.

A participatory decision-making process has a number of advantages over a traditional, authoritative style of decision making. Shared decision making results in better decisions, as well as better relationships between the management and the staff.

“Consensus decision-making empowers team members” (McEwan 1997:115), in the sense that the team members become the best advocates of the decision they contributed to when it was made. Shared decision making creates and builds a culture of collegiality.

According to Calitz (1995:13) group decision making has many advantages with the outcome that people throughout the organisation believe in what they are doing and in where the group is heading. Fewer errors are therefore made and it is unlikely that mistakes will be repeated.

Group decision making is superior to individual decisions, as the group is capable of solving problems thought to be insoluble. The team techniques can produce quite a number of viewpoints and much knowledge.

Chion-Kenny (1994:3) concedes that shared decision making improves the morale of teachers because staff members realise that they can have an immediate impact on their environment. This in turn leads to an increase in coordination, communication and efficiency in implementing ideas.

Empowered decision processes enable the management teams to exercise authority and responsibility. They also provide a framework within which the leadership qualities of many teachers can be developed.

Nevertheless, the team should not lose sight of the negative aspects of the empowered decision making-process if they are not properly applied. Sometimes the team members may blame each other for a bad decision; however a culture of blaming one another should not be allowed to develop. Each team member should learn to carry the responsibility for a bad decision.

Delays or fears of taking decisions should be dealt with at first hand as they may contribute towards a bad organisational climate. The team should be discouraged from accepting the very first solution provided that could be due to the lack of creativity.

Calitz (1995:14) indicates that in a group decision some individuals may shift the blame entirely on to others should a bad decision be made. This may also be due to the fact that shared decision making passes the accountability for decisions to the principal.

3.2.5 Empowerment through the creation of a team work attitude and team spirit

According to Coursen and Thomas (1989:261) good team work in a stimulating environment grows out of an earnest effort to help each staff member achieve his or her potential. Team members have to create a special environment that will facilitate the formation of friendships.

Team members have to be interdependent on one another for the best outcome of their work. Their attitudes will have to be aimed at working together successfully. It is therefore the duty of the principal to ensure that each team member feels that his involvement is genuine and important.

Information in an organisation will have to be well structured and equally shared. Tjosvold (1991:4) observes that teams are a practical way to foster communication and integrated efforts. Teamwork attitude may be nurtured by encouraging the team members to regard one another as important.

Davies and Lyons (1981:62) observes that working groups have variable success in developing effective working procedures, targets of achievements, and social cohesion, and may in any case have few obvious points of contact with many other groups. Management teams will have to be made aware of the necessity of respecting and working with other members of staff.

Management teams should be prepared to assist one another in pursuing and achieving organisational goals, especially when they are vested with a lot of power and accountability.

Management teams will have to be assured that *“leaders are not born with any particular traits that determine leadership”* (Mazzarella and Grundy 1989:10). This will give them the assurance that they have to develop themselves and others. However the principal

should serve as a support base. Drake and Roe (1994:269) maintain that always behind, and working with the team, was a leader who stimulated and supported the team efforts.

A positive team spirit will have to be fostered to ensure mutual upliftment and encouragement. The team spirit in an organisation sets the tone for a positive climate. Davies and Lyons (1981:62) argue that there are some behavioural dimensions of teamwork that require the right organisational climate otherwise the team's activities will be considerably restricted. A negative team spirit will impede the team's capacity to recognise external needs, to plan and evaluate, and to organise properly. The management team's ability to face up to and resolve its difficulties will also be affected.

3.2.6 Empower the team by celebrating its successes

Reyes (1990:42) maintains that there are always certain basic assumptions about what motivates people at work, and in turn these assumptions suggest ways to reward employees. Thus it is the task of the principal to identify and adopt certain organisational behaviours that will lead to the design of a relevant reward system.

The management team as well as the rest of the staff will have to be constantly motivated and rewarded. The principal has an obligation to demonstrate his appreciation for work done well. Blase and Kirby (1999:69) resolve that of all the strategies that can be used to influence the teachers' work, praise is the most frequently reported, and was perceived as being most effective by teachers.

Praise as a positive reinforcement is capable of achieving good results in motivating the teachers as well as the management teams. Principals can take it upon themselves to recognise the team's achievements through sincere praise; this is often associated with positive feelings, collaboration and more support.

People who are praised tend to comply with the alluded qualities used in praises. Thus praise can bring out creativity, innovation and motivation. Praise is reciprocal in the sense that a principal who always praises his teams' efforts, will also in turn receive compliments when they are due to him.

Praise can be expressed in verbal or non-verbal form. A principal can verbally express his appreciation or use the non-verbal form of communication, in which he will use gestures and other written means. In using gestures he may nod when a good thing is being done; he may pat the relevant person on the shoulder, shake hands or just smile.

For praise to be effective in a school there has to be a great deal of consistency. People should not feel that praise is only given to selected individuals. Principals should know that praise does not necessarily have to be lengthy in order for it to make an impact. It can therefore be said that a team needs autonomy, positive reinforcement and recognition on a continuous basis.

Even if the team's successes are celebrated, it should however be noted that each team has its great and bad moments. However, what matters most is how each team deals with its triumphs and its sorrows. The principal as a captain in a team has an important role to play in this regard. He has to uplift the team spirit in times of sorrow and rejoice with it in times of its successes.

The team will have to be encouraged to overcome its obstacles, deal with conflicts and acknowledge mistakes. The team will have to be given the freedom to handle its own affairs without premature interference from the principal. Advice to the team to improve its work should come in the form of a suggestion. The principal should also tolerate the situation in which the team differs from his ideas.

It is important for the principal to motivate the team to be effective, to give constant praise where it is fully deserved and not to overemphasise the mistakes. Wohlstetter (1995:24) stipulates that many principals at successful school-based managed schools, regularly recognise work done well by individuals – others prefer to recognise group efforts.

Negative criticism seldom builds a team and should therefore be avoided at all costs. The principal should constantly communicate the team's progress and achievements. However, the team's autonomy should be respected and protected from interference or attacks.

In recognising the group's efforts, Wohlstetter (1995:24) suggests various methods, which principals can employ, for example using various extrinsic rewards giving pats on the back and beginning meetings with the "thank you" lists. In some schools parents are encouraged to hold "thank you" luncheons for teachers.

It is also good for team members to recognise one another's efforts. Team members should also be encouraged to develop intrinsic motivation in order to maintain their level of involvement. Team members will have to know and understand their working conditions, since they are crucial to their success.

The school can initiate the staff and volunteer recognition programs and ceremonies, which will recognise and reward the efforts of those who made sacrifices for the school. In cases in which school does not opt for celebration ceremonies, rewards can be given during scheduled times before or after meetings.

3.2.7 Equip the team with conflict management skills

Windelow and Scott (1989:338) maintain that conflict is a natural part of human existence. It is as surely a companion of life as change, death and taxes. Hence conflict is found in various organisations whereby people of different ideas and personalities are expected to work together.

In an organisation differences may occur owing to clashes in approaches, methods, viewpoints as well as in the pace of achieving objectives. Members of a team may also fuel the conflict by trying to acquire personal glory at the expense of others. Everard and Morris (1990:98) agree that conflict becomes a dangerous and disruptive force whenever personal glory is staked on the outcome.

Sometimes people need to dominate, have hidden agendas and are emotionally immature. The environment in a school should be such that people do not use others as stepping stones towards higher ranks. The team members should be encouraged to see themselves as individuals within the group; and to focus on the goals and objectives.

The team has to be encouraged to relinquish its personal gains as against those of an organisation. This will help in preventing destructible conflict. Self-serving roles will have to be subordinate to those of the team.

Nevertheless conflict is an inevitable, necessary element in an organisation. It can contribute to healthy organisational growth. It should therefore not only be viewed negatively but also positively. Fullan (1998:8) insists that conflict and differences can make a constructive contribution in dealing with complex problems. Lindelow and Scott (1989:339) agree that conflict can be a valuable source of organisational renewal. It should therefore be prevented from interfering with the organisational objectives. Conflict if let loose can make its participants and observers divert from the tasks they are faced with; it can actually destroy their morale and cause division in organisations or factions.

Conflict can increase involvement and communication when certain issues have to be clarified. It can also improve the quality of problem solving and strengthen relationships if resolved creatively. The absence of conflict in an organisation may indicate abdication of responsibility, lack of interest or lazy thinking.

3.2.7.1 *Sources of conflict*

For the management team to be able to understand and deal effectively with conflict, they have to understand its origins or source. Lindelow and Scott (1989:340) identify the following sources of conflict:

a) Communication problems

Faulty communication can serve as a source of conflict. Irregular feedback to the staff about expected information may result in negative remarks or an unwillingness of the staff to follow the management team's directives.

In addition to that, lack of efficient correspondence between departments, ill-defined expectations as well as hidden agendas can cause a communication breakdown and induce conflict.

b) Organisation structure

The organisational structure can serve as another possible source of conflict if jobs are not well defined or structured. People do not know their routines. The management has to define the limits within which the rest of the staff can operate, as lack of planning can serve as an element that can provoke conflict.

c) Human factors

Certain human characteristics can initiate conflicting situations in an organisation. These personality traits can include high authoritarianism, high dogmatism, and low self-esteem. Differing values or goal systems can be destructive to organisational unity and thus cause conflict.

d) Limited resources

If resources are not well distributed or are in short supply the users may compete for them and thus induce conflict. People should not feel that they are not getting a fair share of available resources. Competition between departments over whose needs should be attended to first may lead to conflict.

3.2.7.2 *Guiding principles in conflict resolution*

Maurer (1991:1) describes conflict as disagreement resulting from incompatible demands between or among two or more parties. Conflict is not a state of being but it is an active process that can be intersected, influenced and ultimately managed. Thus in solving conflict, management should inform the involved parties about the disadvantages of trying to resolve the conflict without a mediator especially if it can be seen that tension has developed.

A mediator acts as a catalyst that can facilitate discussions that may lead to conflict resolution. Drake and Roe (1994:35) agree that the principal should have the ability to serve as a coordinator, mediator or arbitrator among the various forces that attempt to influence the direction and purpose of education. However, a conducive atmosphere has

to be created for the involved parties to resolve their differences calmly. Everard and Morris (1990:102) identify the following principles as the basis for guiding the discussions:

- The parties should be encouraged to talk to each other as openly as possible about the real issues that concern them.
- Parties will have to state their aims, views and feelings openly but calmly and try to avoid reiteration.
- The management should try to put the conflict into the context of superordinate goals and in the interests of the total organisation.
- Encourage the involved parties to search for common goals.
- The parties should be told to focus on future action rather than on the events of the past.
- Listening carefully to each other's point of view is important.
- Involved parties should be encouraged to try to avoid moving on to the attack or defence.
- Parties should try to build on each other's ideas.
- They should be encouraged to trust each other's good faith and try to act in good faith.
- A plan for implementation will have to be clearly made and presented.
- Time and date for the reviewing of progress will have to be set.

3.2.7.3 *Conflict resolution techniques*

There are many ways, which the management can employ to manage or resolve conflict effectively. Everard and Morris (1990:96) argue that the ability to handle conflict is a key factor in managerial success. Conflict management becomes more effective if the manager can intervene whilst it is still in its initial stage. Conflict occurs in different stages and consequently it can be curbed or prevented. However, the best method of managing conflict is to see to it that it does not interfere with organisational goals.

The management team will have to be situational in applying different techniques of resolving conflict; thus the situation will dictate or determine the effective method to be used.

The following techniques of resolving conflict can be identified.

a) Avoiding conflict

One of the methods of resolving conflict is to ignore or evade it. This method can be best if intervention is unnecessary as it may worsen the situation. Sometimes events can be solved by time. This strategy can be useful especially when management seeks more information or looks for the best way to intervene. However, it should be noted that this method can be effective only for a short period of time. Girard and Koch (1996:38) warn that avoidance tactics can worsen the conflict to the extent that a chance of reducing or eliminating it is negatively affected.

In an organisation, individuals who are involved in conflict may be discouraged from interacting by giving them different roles. They may also be encouraged to conceal their feelings after having stated them clearly to the others. Their agreement can be emphasised more than their disagreement as a means of closing the gap between them.

b) Compromising

Conflicting parties can be encouraged to compromise. Girard and Koch (1996:80) argue that participants in a conflict can guide themselves through the process of expressing what they need, testing the receptivity and issues of the other party, and attempting to obtain the most satisfactory solution. This method enables one party to give something up in order to gain; thus a win-win type of a situation is created. However, there has to be a third party that can act as a mediator.

c) Communicating

According to Bailey (1991:122) communication can be used as an effective tool of managing conflict especially if it is best facilitated in groups where people are actively, intently and unselfishly listening to not only the word but the intent, feelings and values of the speaker. The problem can be clearly analysed and paraphrased so that each party

understands it clearly and responds accordingly. This will clear the tension and elucidate differences, that can be addressed separately step by step.

3.3 CONCLUSION

Management teams' empowerment is indispensable for effective management in an institution. It contributes to a sense of purpose and direction. It also leads to an improvement of personal traits in the field of perseverance, integrity and industriousness.

Management teams' empowerment has to take place in respect of communication, creativity and decisionmaking. These are the essential elements that can lead to the success or failure of achieving organisational goals. The principal as the team leader and coach should also see to it that the team is well equipped with various managerial skills, including those for conflict management.

CHAPTER 4

THE EMPIRICAL INVESTIGATION INTO THE EMPOWERMENT OF MANAGEMENT TEAMS IN THE SEKHUKHUNE AREA

4.1 INTRODUCTION

Chapter 4 analyses and interprets the data, that were collected to look into the empowerment of management teams in the Sekhukhune area. Management teams were investigated as they play an important role in the administration of the schools. Thus their skills and their knowledge always contribute to sound leadership and administration.

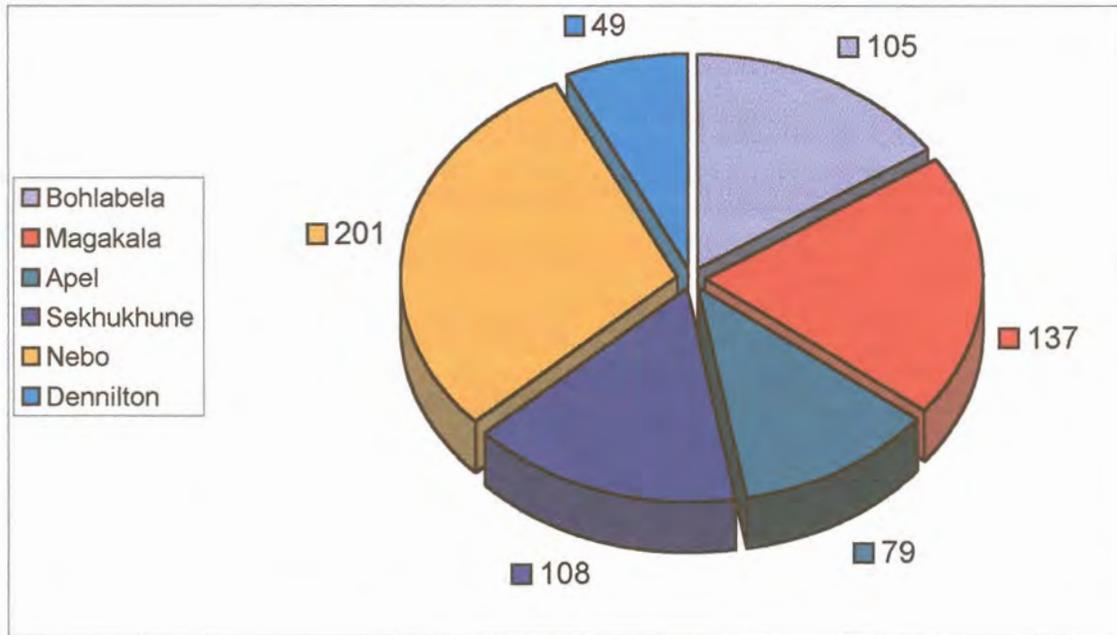
The chapter also defines the questionnaire, which was used as a tool to collect the data. The research area as well as the research methods employed in the study are clearly delineated and explained. The research program defines the sample selected in such a way that the statistical data can be understood.

A qualitative method of a research was used, as principals were interviewed to determine their attitudes and working relationships with their management teams.

4.2 PERSPECTIVE OF THE RESEARCH AREA

The area, which was demarcated for research purposes, contains six area offices. The Southern Region or Region Six as it is often referred to comprises: Bohlabela, Magakala, Apel, Sekhukhune, Nebo and Dennilton area offices. These area offices have a specific number of both primary and secondary schools which they manage. According to the statistics, the largest area office is Nebo because it has quite a number of schools, which fall under its jurisdiction. The smallest area office is Dennilton. The division of these area offices can be graphically presented as follows :

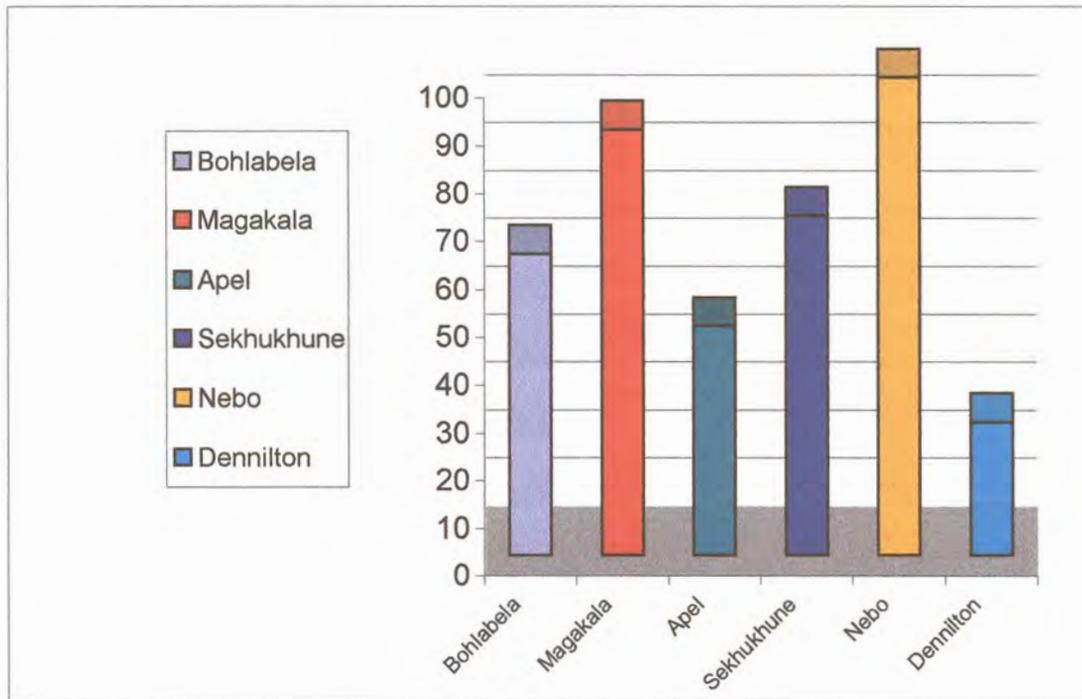
Figure 4.1 The pie chart of six area offices in Sekhukhune



Bohlabela area office has 63 primary schools and 42 secondary schools, Magakala area office has 89 primaries and 48 secondaries; Apel has 48 primaries and 31 secondaries; Sekhukhune has 71 primaries and 37 secondaries; Nebo has 118 primaries and 83 secondaries whilst Dennilton area office has 28 primaries and 21 secondaries. The information concerning both the primary and secondary schools in the Sekhukhune area can be graphically presented as follows :

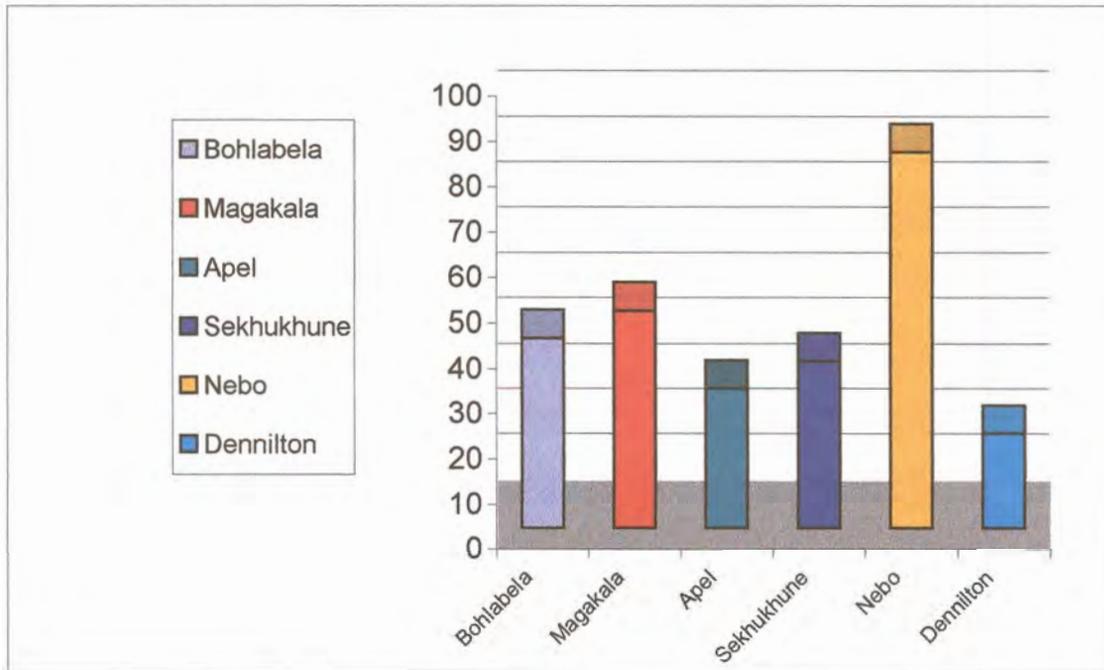


Figure 4.2 The graphical representation of primary schools in Sekhukhune



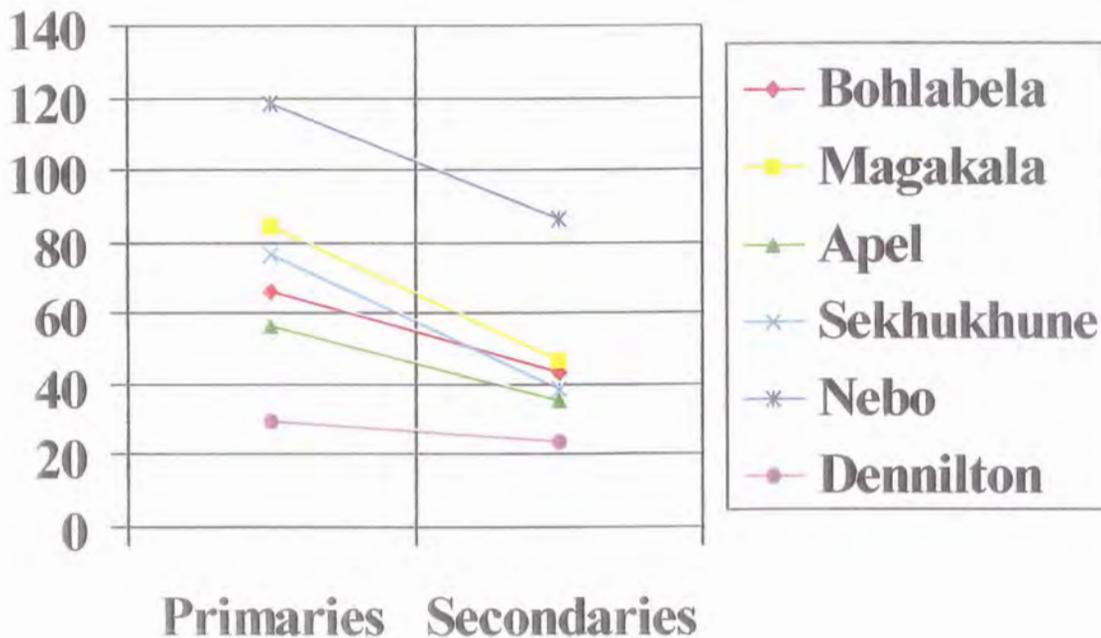
Number of Primaries – Area offices

Figure 4.3 The graphical representation of the secondary schools in Sekhukhune



Number of secondaries – Area offices

Figure 4.4 The Graphical Presentation of the Comparison between the number of Primary and Secondary Schools in the area.



From the graphs above it can be deduced that Sekhukhune area has more primary schools than secondaries. Thus for the researcher to gain access into the schools, the departmental permit was sought and granted. (Please see Appendix A for the departmental permit).

4.3 THE RESEARCH METHODOLOGY

A qualitative type of research method was employed to collect the data. Only principals were interviewed, as they were perceived as being responsible for empowering management teams.

A period of about 30 minutes was allotted to each interview. The interview was structured as the questions were well prepared beforehand and presented in the form of a questionnaire. (See Appendix B.)

4.4 THE QUESTIONNAIRE

The questionnaire contained general information and instructions to orientate both the interviewer and the interviewee. It sought to obtain the principals' honest opinions on several matters relating to capacity-building.

The questionnaire itself was divided into six parts, namely Part A which dealt mainly with biographical questions; Part B contained questions on the principals' leadership skills; Part C focused on the attitudes of principals towards their management teams; Part D consolidated the facts with regard to capacity-building in schools; part E elucidated the facts with regard to the importance of empowering the management teams and Part F. The last part of the questionnaire indicated the suggestions to improve the management teams' status in schools.

Apart from biographical questions in Part A, all the other questions in Part B to Part F were according to a four-scale response, with each part containing 10 questions. Open-ended questions were asked to elicit more information from principals concerning the topic under investigation.

The appropriate responses in the questionnaire were marked with an X using a pencil, in order to allow for some deviations. The questionnaire did not have any right or wrong answers, as the questions were basically seeking the opinions of the principals. In addition the questionnaire had not been designed to test the competency of the heads of institutions.

4.5 THE RESEARCH SAMPLE

Part A of the questionnaire was used to collect data, which was later to be utilized in describing and classifying the research sample. Five schools were visited per circuit. These schools were selected on the basis of their general performance with specific reference to their matric results.

The first question posed was that of gender and it was as follows :

Gender of principal

Male	1		V2	<input type="text"/>	3
Female	2				

From the data collected relating to this question, it was discovered that most schools had male principals and not female ones. Out of the 30 principals interviewed in the Sekhukhune area, 28 were males and only two females. Statistically it can be said that 93,3 % of the sample were males with 6,7 % being females.

It can therefore be deduced from the statistics presented that more males were in promotional posts than females. Age groupings were also looked into and the question posed as follows :

1. Age (in complete years)

25 – 30	1		V3	<input type="text"/>	4
31 – 40	2				
41 – 50	3				
51 – 60	4				

In collecting the data it was noted that the first cell was empty, the second cell indicated 26,7 % of the respondents falling under the ages 31 – 40; 56,7 % in

the age group 41 – 50; and 16,7 % of the principals were under the age group 51 – 60. With reference to the statistics, it can be concluded that most principals at secondary schools in the Sekhukhune area were middle-aged men.

The table below was designed to look into the teaching experience of the principals, and it was presented as follows :

2. Teaching experience (in complete years)

5 – 7	1		
8 – 10	2		
11 – 15	3	V4	5
16 – 20	4		
21 – 25	5		
> 25	6		

With reference to the teaching experience of the sample, it can be said that 26,7 % of the respondents had had between 11 – 15 years of teaching experience; 30,0 % had 16 – 20 years; 26,7 % had 21 – 25 years and 16,7 % had 25 years of teaching experience or more. Thus from the statistical analysis it can therefore be concluded that most of the principals in the area had had more than 10 years experience in teaching, since the first two cells in the questionnaire were empty.

In addition to the teaching experience that the respondents had had, their experience as heads of institutions was also sought. The category in that regard was presented as follows :

3. Number of completed years as a principal at any school

1 – 5	1	
6 – 10	2	
11 – 12	3	
> 12	4	

V5 6

According to the statistical analysis 13,3 % of the respondents had had about 1 – 5 years experience, 36,7 % about 5 – 10 years experience, 16,7 % had about 11 – 12 years experience and 33,3 % of them had had about 12 years experience and more. It can therefore be stated that most principals in the schools were more experienced, as a greater number of the respondents had had about 12 years experience and more.

The respondents' qualifications were also used to describe and categorize them. Only the highest qualification was stated and considered for the purpose of this study. Thus from the statistical results, 6,7 % of the respondents had a Teachers Diploma, 26,7 % had a B.A. degree, 60,0 % had an Honours degree and 6,7 % of them had a Master's degree. None of the respondents had a Doctor's degree or other qualification. This implies that the average qualification of most principals in the area is an Honours degree.

4. Qualification (state the highest qualification only)

Teachers Diploma	1	
B.A. degree	2	
Honours	3	
Master's	4	
Doctor's	5	
Other (Specify)	6	

V6 7

School mentioned that the principals were shaped by various factors including the size of the schools they managed.

Two tables of categories were made to identify human resources in schools. One was for the students and the other one was for the teaching and non-teaching staff. The one for the students was presented as follows:

7. Number of students

120 – 300	1		V9	<input type="text"/>	10
301 – 400	2				
401 – 500	3				
501 – 600	4				
601 – 700	5				
> 700	6				

The majority of schools visited had a roll of about 700 or more students in the case of 40,0 % of the schools; 10,0 % of the schools had between 601- 700 students; 6,7 % had about 501 – 600 students, 20,0 % had about 401 – 500 students, 16,7 % of schools had about 301 – 400 students and 6,7 % of the schools had between 120 – 300 students.

The categories for staff members were presented as follows :

8. Number of teaching staff

3 – 5	1		V10	<input type="text"/>	11
6 – 10	2				
11 – 20	3				
21 – 30	4				
31 – 40	5				
> 40	6				

The statistical analysis concerning the number of teaching staff indicated that no schools within the selected sample had five or fewer teachers. Even though most of the principals interviewed indicated that they shared certain subjects with the teachers, the average number of teaching staff fell under the category 11-20 teachers and 21 – 30.

Twenty per cent of the selected schools had about 6 – 10 teachers; 26,7 % of the schools had about 11 – 20 teachers; 26,7 % fell under the category 21 – 30; 16,7 % of schools had about 31 – 40 teachers and 10,0 % had about 40 or more teaching staff.

Apart from the teaching staff that all the schools had, non-teaching staff were found to be employed in some schools. This was because the education department in the Northern Province had removed all the clerks from the schools. The only non-teaching staff members in most schools to be found were the night watchmen or security men, who were employed to protect school property. The non-teaching staff table was presented as follows :

9. Number of non-teaching staff

0 – 2	1		
3 – 5	2		V11
> 5	3		12

A hundred per cent of the responses received fell under the first category. Most schools either had less than one, one or two employees.

4.6 STATISTICAL ANALYSIS AND INTERPRETATION OF DATA

4.6.1 ANALYSIS OF PART B

The aim of Part B of the questionnaire was to establish the opinions of the principals with regard to leadership. The table below presents the questions which were posed to them.

Table 4.1 Response summary of Part B

Part B: A questionnaire to establish the opinions of principals with regard to leadership.

		Definitely agree	Agree	Do not agree	Definitely do not agree
1.	A leader inspires, guides and manages others	60%	40%		
2.	A leader must respect his subordinates	70%	30%		
3.	A leader requires certain personal traits	43,3%	56,7%		
4.	Leadership involves learning	53,3%	46,7%		
5.	Every person can work as a leader	13,3%	16,7%	70%	
6.	Leadership is a shared endeavour	36,7%	63,3%		
7.	A leader must distribute power and authority	60%	33,3%	6,7%	
8.	A leader has to be a disciplinarian	56,7%	30%	13,3%	
9.	A leader must make all the decisions for the school		6,7%	66,7%	26,7%
10.	A leader must have all the answers to all the questions	3,3%	3,3%	73,3%	20%

In answering the questions the principals had to state to what extent they agreed or disagreed with the statements. Looking into the first statement in this section, 60 % of the respondents definitely agreed with the statement that a leader inspires, guides and manages others; 40 % of the respondents just agreed.

Seventy per cent of the respondents definitely agreed that a leader should respect his subordinates, with 30 % agreeing, but not strongly. The third statement stipulated that a leader requires certain personal traits, thus 43,3 % of the respondents definitely agreed with the statement with 56,7 % agreeing. Fifty three comma three per cent of the respondents definitely agreed with statement number 4 and 46,7 % just agreed.

Statement number 5 stipulated that every person can work as a leader. Out of all the respondents, 13,3 % definitely agreed with the statement, 16,7 % agreed and 70 % disagreed with the statement. Almost all the principals agreed that

leadership was a shared endeavour, 36,7 % definitely agreed with the statement and 63,3 % also agreed but to a lesser extent.

The respondents agreed on different levels about the statement that a leader must distribute power and authority, 60 % of the respondents definitely agreed, 33,3 % agreed and 6,7 % disagreed. Fifty six comma seven per cent of the respondents definitely agreed with statement number 8; 30 % agreed and 13,3 % disagreed.

None of the respondents definitely agreed with the statement that a leader should make all the decisions for the school. Only 6,7 % agreed with the statement. 66,7 % disagreed and 26,7 % definitely did not agree. The last question in this section apart from the open-ended question, received the following response: 3,3 % definitely agreed; 3,3 % agreed; 73,3 % did not agree and 20 % definitely did not agree.

This section confirmed most of the literary facts on leadership. Most principals saw a leader as someone who guides, provides a vision for the school, inspires and manages others. Other supplementary statements from the principals showed that a leader had to be a person who understood and enjoyed working with people. Mr. Puane of Mohlarutse Secondary School stated that a leader had to understand the people he worked with and had to know their weaknesses and their capabilities. Therefore in knowing and enjoying working with other people, the leader would naturally find it easy to share goals and visions with them.

Exemplary conduct in a leader was also emphasized. Most principals believed that a leader should serve as a role model in and outside the school. In summarizing the characteristics of a good leader, Mr. Nkosi of Kgalatlou said, *“Exemplariness, fairness, firmness, humility and empathy cannot be over-emphasized in a leader.”*

Consultation was seen as a good element of sound leadership. Most principals indicated that sound leadership and management went hand in glove with

consultation. Mr. Nkadimeng, Mr. Mokoko and Mr. Matlaia all agreed that openness was one of the favourable characteristics of consultation.

According to Mr. Bapela of Tshehlwaneng Secondary School, a leader had to allow himself to be corrected, as no one was perfect. Therefore a leader that acknowledged his mistakes with the intent of correcting them, built up the confidence of his management team and staff. Mr. Mahudu, on the other hand, stated that he believed that a leader should be considerate and work towards uplifting others.

The other good trait that was to be observed in a leader was said to be that of delegation. Mr. Sekome mentioned that a leader had to be someone who delegated duties, because a leader who did not, ended up being a dictator.

Leadership skills were not just acquired to benefit the schools only, but also the whole community. Hence Mr. Manala of Morwaswi Secondary School saw a leader as someone who also had to take an interest in community activities. A leader had to be someone who was capable of practising his leadership skills both inside and outside the school.

It takes a dedicated and hard working leader to uplift the standard of education in a school through effective management. A leader has to be prepared to sacrifice some of his resources including time. Mr. Mahudu said that he had observed: "*sacrifices make a good leader*". In addition to that, a leader had to have a high degree of integrity, which Mr. Maila said was indispensable for sound leadership.

In referring to other factors that contributed to sound leadership, the principal at Izikhali Zemfundo secondary school pointed out that the conduct of the learners in a school could either affect the principal for better or worse. Hence a principal had to be thoughtful, as he was shaped by the environment he found himself in.

Leadership becomes a shared endeavour if a leader allowed others to develop their leadership skills. A leader should therefore attempt to develop different skills in others by creating opportunities for them to take the lead. Mr. Thobakgale believed that a leader sometimes had to be a follower so that he could learn from others.

According to Mr Magabane a leader had to be a disciplinarian, someone who could command authority. Nevertheless, Mr. Maoto emphasized competency and efficiency over and above strict discipline. *"A conducive climate for cooperation has to be created to solve disciplinary problems in a school,"* said Mr. Moraswi. In addition to that, most principals saw time management as an important factor that could help build sound leadership.

Looking at Part B of the questionnaire, one realises that it paved the way for the realisation of the study objectives. Part B managed to put leadership into perspective with the aim of shedding more light on team management, because team management could thrive only under sound leadership.

4.6.2 ANALYSIS OF PART C

This part of the investigation focused on the attitudes of principals towards their management teams. This in a way elucidated the relationship which the principals had with the management teams in their schools. Through the sample selected, it was discovered that most schools did not have deputy principals, as they did not qualify for such posts according to the departmental statistics.

The study managed to discover that most managerial posts were being acted upon, as the department was still in the process of appointing permanent teachers in such posts. However, the delaying of the process was already taking its toll on management in the schools. The principal at Nakana Secondary School, Mr. Tsatsi said that most members in his team were acting heads of departments, and were therefore not remunerated for the services

they rendered. He indicated further that he sometimes found it difficult to follow-up such team members or work with them, since they were demoralised.

Most questions in this section were answered on a positive note.

Table 4.2 Response summary of Part C

Part C: A questionnaire to establish the attitude of principals towards the management teams

		Strongly agree	Agree	Disagree	Strongly disagree
1.	Management teams are essential entities in schools	73,3%	26,7%		
2.	Management teams improve efficiency in schools	50%	50%		
3.	Management teams bring transformation	36,7%	63,3%		
4.	Teams work better when resources are enough	33,3%	36,7%	26,7%	3,3%
5.	Teams are thoughtful in their planning	40%	53,3%	6,7%	
6.	Management teams should run the school along side the principal	46,7%	46,7%	6,7%	
7.	Principals should co-operate with their teams	73,3%	26,7%		
8.	Principals need the support of management teams	70%	26,7%	3,3%	
9.	Team members should not be treated equally		3,3%	53,3%	33,3%
10.	Management teams facilitate organizational unity	36,7%	60%	3,3%	

In this section, 73,3 % of the respondents strongly agreed with the first statement which stipulated that management teams were essential entities in schools. Twenty-six comma seven per cent agreed without emphasis. In responding to the second statement, 50% of the respondents strongly agreed whereas the other 50 % just agreed.

Thirty-six comma seven per cent of the respondents strongly agreed that management teams brought transformation, 63,3 % agreed without emphasis. Statement number 4 in this section received an even distribution of responses namely, 33,3 % strongly agreed with the statement, 36,7 % agreed; 26,7 % disagreed and 3,3 % strongly disagreed.

The respondents who made up 40 % of the total agreed strongly with the statement that teams were thoughtful in their planning. Fifty-three comma three per cent agreed but not strongly and 6,7 % disagreed. Forty six comma seven per cent of the respondents were strongly supporting statement number 6 of this section, 46,7 % agreeing with the statement whereas 6,7 % disagreed.

Seventy-three comma three per cent of the respondents were strongly in support of the idea that principals should co-operate with their teams and 26,7 % just agreed. Statement number 8 showed that the principals needed not just to co-operate with their teams, but they also needed the teams' support. Thus 70 % strongly agreed with the statement, 26,7 % agreed and 3,3 % disagreed.

Statement number 9 had an empty cell in the first column with 13,3 % agreeing that team members should not be treated equally. Fifty-three comma three per cent disagreed with the statement and 33,3% strongly disagreed. The last question in this section apart from the open-ended question, had 36,7 % of the respondents strongly agreeing with the statement; 60 % agreed and 3,3 % disagreed.

Thus when making known their opinions with regard to the management teams in schools, some principals revealed shortcomings in their relationship with them, whilst other principals were positive about their dynamic teams. This implies that there are teams in some schools, which make things happen, whereas in other schools there are teams that oppose and retard progress.

Successful management teams in schools are very cooperative. They work well with the principal and with one another. They are flexible and pursue change. They are also thoughtful in their planning and accept one another as equals.

In responding to the question which asked them about the problems they anticipated with the management teams, most principals indicated that their problems with management teams concerned power sharing, delegation of duties and decision making.

Some principals stated that management teams, if not well supervised, might want to regard themselves as beyond the authority of that particular institution. The team might want to take full control of the institution, by challenging the principal's authority. According to Mr. Lenala, team members could regard themselves as receiving the same salary as the principal and could therefore try to impose decisions on him.

Some team members were likely to cause division amongst themselves and the staff. They could cause factions, which could put unnecessary pressure on the principals. Mr Noko of Hlaba Secondary School said that he had observed that sometimes team members could collaborate with the teachers to tear down the administration of the school. Thus they were capable of instigating the staff members and the students to turn against the principal.

Mr Kgwedi argued that if there were bad elements in a team, some team members could be used to achieve secret agendas. Thus lack of training and empowerment in a team could result in ignorance that could be detrimental to the school as a whole.

Principals that implemented new ideas or made changes within the school without consulting their management teams, were likely to cause problems for themselves. That type of action could cause team members not to attend crucial meetings in the school.

Mr. Molomo stated that frustrated team members could give out confidential information indiscriminately to both teachers and students. They could also give out ill advice to the principal, lay traps for him and let him make mistakes. Therefore it was very important for the principal to involve his team in all the matters that related to the governing of the school.

Mr. Mokoena of Legore Secondary School stated that too many women in the management team fuel the office gossip and therefore there should be fewer women than men in the team. Mr Mokoena said this contrary to the developments taking place in the world with regard to women's development

and empowerment. Nevertheless this could be the sentiment of other male principals who might not want to work with women in their teams or recommend them for higher posts.

There was a common practice in some management teams to evade the responsibility of decision making especially if the decision that had to be taken was crucial and could affect the work of a colleague. Mr. Maupi mentioned that such teams, which evaded responsibility often, forgot that they were the primary administrators.

Management teams which were not well empowered often lacked the confidence to execute their duties, especially those duties that were directly related to their subordinates. Mr. Leolo of Bodibeng Secondary School mentioned that lack of empowerment in a team made it inefficient as members were not aware of their powers and did not know how to act. Cliques and factions in a team could also make the team underperform, as team members may find it difficult to discipline their collaborators.

Looking at Part C as a section in a questionnaire, one could observe that it had been created with objective number 1.4.2.2 (b) in mind. The objective refers to the reviewing of the present state of management teams in schools in relation to their relationships with the principals. This is done in order to devise a mechanism, which will change the teams' weaknesses into the teams' strengths.

4.6.3 ANALYSIS OF PART D

Apart from responding positively to most questions posed, the respondents showed great insight into their field of operation. Thus what was gathered through the literature study was consolidated in this part of the questionnaire.

Table 4.3 Response summary of Part D

Part D: A questionnaire to consolidate facts with regard to capacity-building.

		Certainly agree	Agree	Oppose	Certainly oppose
1.	Team members should focus on organizational goals	33,3%	66,7%		
2.	Teams should work co-operatively to achieve goals	66,7%	33,3%		
3.	The knowledge base of management teams should be expanded	56,7%	43,3%		
4.	Knowledge instills confidence in a team	56,7%	43,3%		
5.	Capacity-building leads to leadership emancipation	50%	50%		
6.	Capacity-building sustains improvements in a school	40%	56,7%	3,3%	
7.	Capacity-building increases the team's level of perception	40%	60%		
8.	Negative criticisms seldom build up a team	30%	30%	30%	10%
9.	A positive organizational climate is essential in building up a team	56,7%	43,3%		
10.	A team has to view itself as a unity	66,7%	33,3%		

In responding to the first question in Part D, most principals agreed that team members should focus on organizational goals. 33,3 % certainly agreed with the statement and 66,7 % agreed. Sixty-seven seven comma seven per cent of the respondents certainly agreed that teams should work co-operatively to achieve goals. Thirty- three comma three per cent agreed with the same statement but not certainly.

The respondents of about 56,7 % certainly agreed that the knowledge base of management teams should be expanded, 43,3 % agreed. Fifty-six comma seven per cent of the respondents certainly agreed with statement number 4 of this section, 43,3 % agreed.

Statement number 5 received a 50 % response of agreeing certainly and another 50 % for just agreeing. Statement number 6 had a distribution of 40 % certainly agreeing, 56,7 % agreeing whilst 3,3 % opposed the statement.

As far as statement number 7 was concerned the response was as follows: 40 % certainly agreed and 60 % agreed. Statement number 8 had an even distribution of responses with 30 % of the respondents certainly agreeing with the statement, 30 % just agreed and another 30 % opposed the statement, whilst 10 % certainly opposed the statement.

Fifty-six comma seven per cent of the respondents certainly agreed that a positive organizational climate was essential in building up a team. Forty-three comma three per cent agreed. Sixty-six comma seven per cent of the principals interviewed certainly agreed that a team had to regard itself as a unity. Thirty-three comma three per cent agreed without any emphasis.

Most principals acknowledged the need for their teams to be empowered so that they could pursue organizational goals. Thus for teams to work cooperatively, they needed to be taught, trained and to have their knowledge base expanded.

Empowered leaders were independent leaders who did not lean on others for information. They knew how to go about in search of knowledge. Knowledge brought confidence to a team and it increased the teams' level of perception.

The majority of the respondents indicated that a positive organizational climate was essential in building up an assertive team, which would also regard itself as a unity. Thus in coming up with the strategies which the principals normally use to empower their management teams, it was discovered that most strategies concerned the workshops. Very few principals said anything about seminars as another form of expanding the knowledge base of the management teams.

In elaborating on the notion of getting the management teams to attend workshops, Mr. Mamabolo of Fetakgomo Secondary School pointed out that he often orientated the new members of a management team to the duties they had to perform. He further indicated that he evaluated his team constantly since that helped it to grow.

On the other hand Mr. Puane said that he gave his team certain responsibilities to take care of. He allowed the team members to control the work of the others in order to develop in them confidence to exercise control. Nevertheless Mr. Sekome, Mr Maredi and Mr. Kgalema emphasised workshops as the effective means of school based in-service training. They all stated that they arranged school-based workshops once a month or quarterly.

“Management teams’ meetings help the principal as well as the team to plan and focus on developing the organization,” said Mr. Makanatleng. Hence he held such meetings fortnightly. Management teams’ meetings served as the platform from which to solve departmental problems, review policies and devise means and strategies to combat anticipated problems. Progress made within the departments was also checked during such meetings.

Mr Maila emphasized that he gave each team member an opportunity to air his or her own views in a non-threatening environment. He further indicated that he encouraged his team members to regard and treat one another as equals. Mr Phaatila mentioned that in his school departmental heads changed roles especially during meetings. Each team member was given a chance to chair a meeting at a certain time.

Expanding on the notion of changing roles within the school, Mr. Maduana indicated that in his school heads of departments normally changed routine work. For instance, one departmental head could be responsible for the students’ affairs for a specific period, and when that period expired he could hand over the work to the other one. Thus one person could not stay in a specific type of job for a long time. In addition to that, each head of a department was being trained on how to involve parents in school matters, and also on how to improvise when resources were not adequate.

In empowering his team Mr. Mahudu mentioned that he delegated power in order to teach his management team accountability. Thus the departmental successes and failures were assessed in order to bring out the best in the team for future use.

Mrs. Mamatshele of Clen-Cowie Secondary School usually took her management team to visit other thriving teams. She did this in order to give her team an opportunity to learn from others. Mr Thobakgale emphasized the importance of consultation and involvement of team members in decision making when empowering them.

According to Mr Manala team members had to be motivated regularly in order for them to do their best. Mr. Maphanga indicated that he shared topics of interest with his team on management issues, and handed out clippings taken from various magazines and newspapers.

Mr. Serwale said that he preferred to invite ideas from his management team concerning those topics, which needed to be covered when developmental programs were designed. This made the team grow as areas of concern were directly addressed during the workshops, seminars or meetings. The team became equipped with the right skills to overcome weaknesses.

Mr. Nkosi emphasised the importance of “SWOT” analysis in building up his team. He said that a team has to know its strengths, weaknesses, opportunities and threats.

Part D of the questionnaire relates to objective number 1.4.2.3 (c) of Chapter 1 of this study, which stipulated that it aimed at equipping the management teams with those strategies that would guarantee the teams' successes.

4.6.4 ANALYSIS OF PART E

Part E was designed to elucidate the importance of empowering management teams in schools. In answering the questionnaire all the principals agreed on the importance of empowering management teams. Management teams were seen as essential bodies in a school, and therefore their empowerment would in a way benefit the school and influence it for the better.

Table 4.4 Response summary of Part E

PART E: A questionnaire which will elucidate the importance of empowering management teams.

		Agree totally	Agree	Do not agree	Totally do not agree
1.	Management teams empowerment benefits the school	50%	50%		
2.	Empowered teams are efficient	53,3%	43,3%	3,3%	
3.	Empowered teams pursue quality control.	43,3%	56,7%		
4.	Empowered teams meet the expectations of the stakeholders	40%	53,3%	6,7%	
5.	Empowered teams overcome challenges	40%	46,7%	13,3%	
6.	Empowered teams arrive at quality decisions	43,3%	53,3%	3,3%	
7.	Empowered teams pursue a common vision	46,7%	50%	3,3%	
8.	Empowered teams are highly motivated	50%	43,3%	6,7%	
9.	Empowerment goes with professional growth	46,7%	50%	3,3%	
10.	Empowered teams develop a teamwork spirit	46,7%	53,3%		

The first statement in this section wanted to ascertain whether management teams empowerment benefited the school. Fifty per cent of the principals interviewed totally agreed with the statement and another 50 % agreed. Fifty-three comma three per cent of the respondents totally agreed that empowered teams were efficient, 43,3 % agreed and 3,3 % did not agree.

Forty-three comma three per cent of the school managers who were interviewed totally agreed that empowered teams pursued quality control, and 56,7 % just agreed. Statement number 4 of this section showed a distribution of 40%; 53,3% and 6,7 % of the stipulated responses.

Forty per cent of the principals interviewed totally agreed that empowered teams overcome challenges. Forty-six comma seven per cent agreed whilst 13,3 % of the respondents disagreed with the statement.

Variable 47 of the questionnaire was statement no. 6 of this section which stipulated that empowered teams arrived at quality decisions. Forty-three comma three per cent of the respondents totally agreed with the statement, Fifty-three comma seven per cent just agreed and 3,3% did not agree.

The issue of pursuing a common vision by the empowered teams did not go down well with some principals. This finding was presented in statement no. 7 which received various responses. Forty-six comma seven per cent certainly agreed; 5,0% agreed and 3,3% disagreed with the statement.

Furthermore some principals did not believe that the empowered teams were highly motivated, as declared in statement number 8. Fifty per cent definitely agreed with the statement, 43,3% agreed but not strongly, and 6,7% disagreed with the statement.

Not all the principals agreed with the fact that empowerment was directly related to professional growth as stated in statement number 9 of this section. Forty-six comma seven per cent agreed totally, 50,0% agreed but not strongly and 3,3% disagreed. In responding to statement number 10 which stated that empowered teams developed a teamwork spirit of 46,7% of the respondents indicated that they agreed strongly with the statement, and 53,3 % just agreed with the statement.

Since most principals were in favour of the idea of empowering management teams, they did not see much of the disadvantages thereof. Nevertheless they pointed out that empowerment could be misinterpreted or misunderstood, or the powers vested in the management teams be abused. Mr. Maredi alluded to the fact that teams could abuse their powers if they were not well supervised.

Mr Mamabolo was of the opinion that not only the management teams had to be empowered but also all the other staff members, in order to prevent discrepancies in the school. He further indicated that should the team be the only one empowered, it would begin to regard itself as having the power of a

monarch. The results could be that the team would undermine its subordinates. Mr. Kgalema observed that “too much power corrupts”.

Management teams could sometimes think that the law of the school rested in their hands and therefore the principal was redundant. Management teams, if not well monitored, could be manipulative and also turn to dictatorial behaviour. Team members sometimes thought that whatever they said was correct and expected the principal and everyone else to regard everything they said as acceptable. They could also develop an attitude of not wanting to be corrected. Mr. Nkosi said that *“Over-empowered management teams can develop a negative competitive spirit, like that of undermining the principal.”*

Mr. Seruale highlighted the fact that some teams sometimes wanted to take control of the school. He further indicated that such teams could also turn the principal into a rubber stamp. Mrs. Mawela also indicated that if empowerment was misunderstood, team members might end up ignoring the principal and other staff members.

“Overconfident management teams can sometimes overstep their limits” said Mr. Phala of Putakwe Secondary School. Mr. Manchidi also indicated that sometimes management teams could take decisions which were not within their scope of operation. “Teams which over-exercise their powers cause confusion in a school, forgetting that it is the principal who always has to account,” lamented Mr Selahle.

Some principals observed the disadvantages of empowerment that could arise within the team itself. Mr. Magabane argued that competition could arise amongst the team members themselves. Overambition could also be traced in a negative team. Teams which had a negative competitive spirit might end up destroying the unity which always had to prevail amongst team members.

The principal of Kgalatlou, Mr. Nkosi, maintained that if a team was empowered and kept under the same old conditions for a long time, it could find its job boring and no longer challenging. The team members might become

complacent with the status quo in an institution because they were not being given new challenges in their work. Complacency could lead to lack of job satisfaction or expectation fulfilment. This normally happened when there were no promotional opportunities in sight. This might lead to rivalry between team members and the principal. As a result institutional or organizational goals could be compromised. In other words there may be a clash between organizational goals and personal or individual goals. In addition to that Mr. Mokoko said: "Empowered teams which are not promoted after a certain period or remunerated accordingly, tend to become a problem to the school". He further emphasized that lack of incentives from the department demotivated the management teams.

Giving a different opinion, Mr. Mokoko indicated that when empowered teams were moved to other schools or positions, the school was robbed of talent. He said that if it was possible for the department to recognize and reward the individual efforts accordingly, it would be better.

Empowerment on its own did not guarantee efficiency, as some management teams could learn and acquire different skills and opt not to apply them at the right situations or time. Mr. Maphanga said that over-informed teams could fail to implement new ideas or skills in practical situations.

Mr Maduana explicitly stated that there were some situations in which team members were not receptive to empowerment. He said that in empowering the management teams, the principal should therefore consider the individual members' level of commitment, capabilities and willingness to learn.

Mr. Bapela stated that there were some principals who were threatened by empowered teams to the extent that they acted negatively. Mr. Maduana also agreed that some principals found it difficult to delegate certain traditional responsibilities.

Mr. Phaahla, Mr Puane, Mr. Manala, Mrs Mamatshela, Mr. Matseba and Mr. Moraswi agreed that there was no disadvantage relating to management team empowerment. They also emphasized the fact that management teams had to be empowered.

Thus Part E managed to elucidate quite a number of advantages and disadvantages of empowering management teams. This was done in order to highlight the loopholes which principals had to guard against; or problems to anticipate when empowering the management teams. Nevertheless empowerment on its own was positive and had to be adopted in schools.

This section of the questionnaire was designed to highlight the essence of empowerment as stated in objective 1.4.2.2. (a) of Chapter 1 in this study. Objective 1.4.2.2 (c) was also fulfilled as it sought to identify any correlation between empowerment and efficiency.

4.6.5 ANALYSIS OF PART F

Part F of the questionnaire sought to describe the state of management teams in schools in order to put forward suggestions, which could contribute to the teams effectiveness.

In describing the management teams in their schools the principals rated them on a scale ranging from ineffectiveness to competency. Thus some teams were described as being unskilled and incompetent whereas others were described as being successful and highly motivated. Nevertheless most teams were said to be eager to learn and to perform, even though they worked under difficult situations and were unskilled.

In coming up with ways of improving the state of management teams in schools, most principals agreed that the management teams should be involved in more administrative duties, in decision-making processes and also be given more responsibilities in schools.

Table 4.5 Response summary of Part F

PART F: A questionnaire which will bring forth suggestions to improve the status of management teams in schools.

		Definitely agree	Agree	Disagree	Definitely disagree
1.	Teams should be involved in decision-making processes	63,3%	36,7%		
2.	Management teams should arrive at decisions through consensus	43,3%	53,3%	3,3%	
3.	Team members should learn to support one another	53,3%	46,7%		
4.	A team should share responsibilities	46,7%	53,3%		
5.	Each team member should contribute towards the team's growth	53,3%	46,7%		
6.	Teams should operate in a non-threatening environment	50%	30%	20%	
7.	Status barriers should be removed in a team	46,7%	40%	13,3%	
8.	Proactivity should be encouraged	46,7%	53,3%		
9.	A team should celebrate its successes	53,3%	43,3%	3,3%	
10.	Continual evaluation is essential in a team	70%	30%		

Out of all of the respondents, 63,3% definitely agreed that management teams be involved in decision-making processes, and the other 36,7% just agreed even though not strongly.

Not all the principals agreed with the second statement in this section, which stipulated that management teams should arrive at decisions through consensus. Forty-three comma three per cent of the respondents definitely agreed with the statement, 53,3% agreed and 3,3% disagreed.

The majority of the principals interviewed were in favour of the idea that team members should support and care for one another, as indicated by statement number 3 of this section. Fifty-three comma three per cent of the respondents certainly agreed with the statement and 46,7% agreed. In the case of

statement number 4 of the questionnaire, 46,7% responded positively and strongly so, and 53,3% agreed.

The notion that each team member should contribute towards the team's growth as in statement number 5, received the following response: 53,3% certainly agreed and 46,7% agreed. Nevertheless 20,0% of the principals did not agree with statement no 6, which stipulated that teams should operate in a non-threatening environment. Thirty per cent agreed and 50,0% strongly agreed.

In responding to the statement status barriers should be removed in a team 46,7% of the respondents agreed completely, 40,0% agreed, 13,3% disagreed. 46,7% of the principals strongly felt that pro-activity should be encouraged, while 53,3% just agreed with the statement.

Not all the principals agreed that a team should celebrate its successes, 3,3% disagreed, 43,3% agreed and 53,3% strongly agreed.

In analysing the last statement in the questionnaire 70,0% of the principals interviewed strongly agreed that continual evaluation in a team was essential. Thirty per cent of the respondents supported the statement, with no one disagreeing with it.

In describing the state of management teams in their schools, the majority of the principals interviewed indicated that their teams lacked confidence. The principals also indicated that they were still carrying out most of the responsibilities in the management of their schools. Mr. Rangoato pointed out that most teams were not aware of what was expected of them and consequently they shied away from their responsibilities. He further indicated that team members needed to be exposed to an environment that would enable them to develop.

Most team members were said to have created their own comfort zones, which made them afraid of coming out of their cocoons. Mr Mogashoa said that old members in a team in terms of experience were likely to maintain the status quo

and thus resist change. Nevertheless most team members were said to be cooperative.

Mr. Manala, Mr. Matseba and Mr. Maduana all described their management teams as being cooperative although not well trained. Management teams in schools like Tshehlwaneng were said to be prepared to lend a helping hand and to assist the principal as well as the others.

In contradiction Mr. Phapadi stated that the management team in his school was not performing well because it was on the receiving end of both its factions and allies. In that type of situation some team members relaxed and did not perform their duties.

Team members who were too lazy to work preferred to be led by an inefficient principal who did not demand work from them. They wanted a lame administration. This however, could make those timid team members abandon what they believed.

Some team members always wanted to be organized and told what to do. Mr. Papadi indicated that his team only became functional when he was helping it on from behind. Thus such teams relied heavily on the supervision and directives of the principal.

Mr. Monoge said that his team was not well trained because he did not have time for that and he always had many other things to attend to. Mr. Mampuru also echoed the same sentiment when he stated that there was always little time to meet with his team either formally or informally. However, he relied on the departmental workshops for the in-service training of his teachers or management team. Mr. Maduana indicated that the department was developing his team gradually by sending it to workshops.

The principal at Rebone Secondary School praised his management team for doing a considerable amount of work, especially because his school did not have a deputy principal. He said that his team relieved him from the burden of

running the school alone. The team was always prepared to share responsibilities with him.

Another positive note from a successful management team was heard from the principal of Nkgonyeletze Secondary School when he said that his team worked as a unit. He said a problem for one department became a problem for all the other departments. Mr. Phala alluded to a positive spirit prevailing in his school.

In describing his team Mr. Matlala said that it was “standardized”. On the other hand Mr. Nkadimeng boasted about a team which was confident, industrious and ready to face challenges. Mrs. Mamatshele described her team as growing very fast even though it had not yet reached the expected level of development.

In Kgalatlou team members were not only keen to learn from their seniors but also from each other and other members of the staff. In schools like Ngwaabe the team members were so eager to learn and be empowered that they engaged in part-time studies to improve their qualifications.

The principal at Fetakgomo Secondary School emphasized motivation as the basic form of empowerment, stating that “the teams have to be motivated so that they can be fruitful, empowerment only cannot help to improve situations at our schools”.

Out of 30 principals interviewed 12 described their teams as cooperative, eager to learn and constructive. The other 12 principals described their teams as needing training since they were not well developed. The other six principals just did not find the right words to describe their teams, but basically all the teams were regarded as not well trained.

This section complied with objective 1.4.2.2 (b), which appears in Chapter 1 of this study.

4.6.6 DEPENDENCY BETWEEN THE VARIABLES

4.6.6.1 Dependency between variable 3 and variable 39

Variable 3 in the questionnaire is the second statement in Part A which forms part of the biographical and general questions. Statement number 3 required that principals state their ages in complete years, as in the following :

Age (in complete years)

25 – 30	1		V3	□	4
31 – 40	2				
41 – 50	3				
51 – 60	4				

The other variable, which is being compared, is variable 39, which forms part of Part D of the questionnaire. The statement appears as follows in the questionnaire:

	<i>Certainly agree</i>	<i>Agree</i>	<i>Oppose</i>	<i>Strongly oppose</i>
8. Negative criticisms seldom build up a team	1	2	3	4

V 39 □ 40

Variable 3 had only one cell empty, which was cell number one. However, all the other cells were evenly distributed. Variable 39 had a meaningful cross-tabulation. Determining the relationship between the ages of the principals and the way they responded to variable 39, showed that there was no dependency between the variables. The principals who were 40 years and younger and those who were 40 years and older responded to the same question in a similar manner. This can be interpreted through the following table:

Table of V3 by V39

V3	V39		
Frequency	Agree	Disagree	
Per cent			
Row Pct			
Col Pct	1 – 2	3 – 4	Total
1 – 2	4	4	8
	13,33	13,33	26,67
	50,00	50,00	
	22,22	33,33	
3 – 4	14	8	22
	46,67	26,67	73,33
	63,64	36,36	
	77,78	66,67	
Total	18	12	30
	60,00	40,00	100,00

HO: There is no dependency between V3 and V39

H1 : There is no dependency between V 3 and V39 $\geq 0,05$.

If P-value $< d$, reject Ho.

P-value = 0,5

Since P-value = 0,5 $> d = 0,05$ do not reject HO. Therefore there is no dependency.

Variable 5 was also matched with variable 39 to see if there was any dependency. Variable 5 formed Part of part A of the questionnaire, as statement number 4. The statement concerned the principals' experience as managers in any schools. The question was as follows :



Number of completed years as a principal at any school

1 – 5	1		V5	□	6
6 – 9	2				
10 – 11	3				
and > 12	4				

It was discovered from the match that the experience of the principals did not matter much in responding to the question (variable 39). Therefore it can be said that there was no dependency between variable 5 and variable 39. The principal's responses to variable 39 were in no way influenced by their experience as heads of institutions. Therefore the statistical table for the relationship can be presented as follows :

Table of V5 by V39

V5	V39		
Frequency	Agree	Disagree	
Per cent			
Row Pct			
Col Pct	1 – 2	3 – 4	Total
1 – 2	8	7	15
	26,67	23,33	50,00
	53,33	46,67	
	44,44	58,33	
3 – 4	10	5	15
	33,33	16,67	50,00
	66,67	33,33	
	55,56	41,67	
Total	18	12	30
	60,00	40,00	100,00

4.7 CONCLUSION

This study has managed to elucidate the position of management teams in secondary schools in the Sekhukhune area. It has also highlighted both the weak and strong qualities of different teams.

Management teams at secondary schools in the Sekhukhune area need to be empowered in order for them to gain confidence. They also have to know what is expected of them so that they can execute their duties effectively. They need to be motivated and orientated in the tasks that they have to perform in their schools.

Principals will also have to be orientated to the roles they have to play as the leaders, mentors and participants in the teams. They will have to be equipped with those skills that will enable them to empower others.