THE IMPLEMENTATION OF EFFECTIVE TEAMWORK IN RURAL SCHOOLS: THE CASE OF LUTHULI PARK COMBINED SCHOOL

BY

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DEDICATION

This study is dedicated to my late father, Robert Mamabolo who taught me that even the largest task can be achieved if it is done one step at a time.

To my mother Lydia Mamabolo, for being supportive in the entire process of the present research.

My wife, Frieda Mamabolo, patient, supporting, loving and caring partner throughout my studies.

My two children, Lesego and Thoriso for understanding and believing in worthy course I pursue for hours on end.

Above all, praise be to God the Almighty for blessing and making this work possible.

DECLARATION

I declare that the dissertation hereby submitted to the University of Limpopo, for the degree of Masters of Curriculum Studies has not previously been submitted by me for a degree at this or any other university; that it is my work in design and in execution, and that all material contained herein has been duly acknowledged.

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Mr P.R Mamabolo   Date

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ABSTRACT

Some teamwork in learning are effective and others are not. There are a number of factors or attributes that are needed for the implementation of an effective teamwork. The aim of this study was to describe how learners grapple with the use of teamwork for effective teaching and learning in impoverished rural secondary schools. A case study research design was adopted to gather data. The study was conducted in Luthuli Park Combined School in Limpopo Province. The research participants were learners from this school. The study was oriented in an interpretive paradigm following mixed methods approach. Multiple methods of data collection were used. First, data were collected through individual interviews with learners. Second, questionnaires were distributed to the learners to gather quantitative data. Finally, an observation method was used to collect data such as time management by learners, their behavioural patterns and the way they team themselves in the classroom.

The study found that the majority of the learners did not listen to suggestions from their team members; they lacked listening skills. In particular, the study indicated that 46% of the learners listened to each other's suggestions while 54% reported that they did not listen to each other's suggestions. The main finding of the study is that teamwork among learners is still problematic. The conditions within the classroom prohibited the effectiveness of teamwork. For example, lack of textbooks, physical resources (chairs, desks, data projectors, et cetera).

The findings of the study reveal an indecisive and autocratic mind-set among learners regarding the involvement of teamwork. The study recommends that the implementation of effective teamwork will play a vital role in improving performance of the learners.

TABLE OF CONTENTS

CHAPTER 1: ORIENTATION OF THE RESEARCH

CHAPTER 2: LITERATURE REVIEW

CHAPTER 3: RESEARCH METHODOLOGY

APPENDICES

CHAPTER 1
ORIENTATION OF THE RESEARCH

1.1. BACKGROUND TO THE STUDY

Teams are the most important aspects of an organizational life, and the ability to manage them is an important component of any manager and an organization (Al-Madi., Al-Zawahreh & Al-Sawadha, 2011). However, there seems to be a problem of learners working together as teams in most schools. Miles and Mangold (2002) in their study of teamwork in schools found that members struggled to work together effectively. Another study on teamwork by Kellett (1993) undertaken to determine why some teams work more effective than others, found that effective teams have a more dramatic style of decision making.

Hye-Ryun, Hee-Dong and Chris (2006) investigated the importance of being a team member in a learning environment, particularly cognitive and demographic (age, tenure, and gender), on team effectiveness and characteristics, and found that team effectiveness was influenced by cognitive than demographic similarities. According to Armstrong and Priola (2001) cognition refers to the activities of thinking, knowing, and processing information and cognitive style to the possibility that different people may carry out these processes differently. By overcoming the cognitive problem will bring the team closer and help us to learn on how to be productive together. Social interactions among team members through communication and discussions attributed to their success (Vicente & Nuria, 2012). The team may succeed if it keeps up with social interaction and maintain it than those who are isolated from others.

Salas, Almeida, Salisbury, King, Lazzara, Lyons and McQuillan (2009) recommend seven evidence-based strategies to develop, enhance and sustain successful team training. These include: (1) alignment of team training objectives and safety aims with organizational goals; (2) providing organizational support; (3) encouraging participation of frontline leaders; (4) adequate preparation of the environment and staff for team training; (5) determination of resources and required time commitments; (6) facilitation of application of acquired teamwork skills; and (7) measurement of the effectiveness of the team training programme. The more team members are committed to teamwork, the greater the momentum they can generate to get the job well done.

Thus, placing learners in teams and telling them to work together does not always result in cooperation and consequently in better learning. Recent team-level research also revealed that

social phenomena, such as vertical trust (Acosta, Salanova & Llorens, 2011) or healthy organizational practices that include team social resources (Salanova, Llorens, Cifre, Martinez & Schaufeli, 2003), have a positive relationship with work engagement at the team level. It is possible for conflict to erupt among team members, especially if they lack a leader who can subordinate personal aspirations and coordinate the team. Cleland (1996) indicates that teamwork works well when the team leader skilfully leads team members to work well.

Another problem that faces teamwork is differences that often are evident amongst members because learners have diverse learning styles, language and family backgrounds (Finn, 2008; Learmonth, 2009). Keeping a team together under such challenges is important if teamwork is to succeed and effective learning is to take place. Often learners do not see the importance of teamwork in their learning due to these challenges. They tend to trust their educators more than their peers and as a result, they are not keen to learn from one another in a team. Despite numerous studies on this subject, there seems to still be lack of information on how teamwork, as a teaching and effective learning tool works in secondary schools located in impoverished communities like Luthuli Park Combined School in the Limpopo Province. This study, therefore intends to use teamwork to promote learner involvement in rural schools.

1.2 PROBLEM STATEMENT

Teamwork as an effective learning strategy is a phenomenon that is beset by a number of challenges such as lack of resources, overcrowded classroom and poorly trained educators. Several studies were conducted on the subject on how teamwork functions, especially the cooperation of learners, but this remains elusive in impoverished communities. This is even more difficult to comprehend in rural communities; where it is needed most due to learning challenges faced by schools (Finn, 2008; Learmonth, 2009). The problem is even more pronounced when one considers that the current curriculum requires learner-centeredness, inclusiveness and democratic participation of learners. How this is feasible in secondary schools remain unknown.

1.3 AIM OF THE STUDY

The aim of this study was to investigate how learners grapple with the use of teamwork for effective teaching and learning in impoverished rural secondary school.

1.4 THE OBJECTIVES OF THE STUDY

The objectives of this study were:

(1) To explore how learners implement teamwork for teaching and learning.

(2) To identify and describe challenges experienced by learners in using teamwork as a teaching strategy.

(3) To propose strategies for dealing with the challenges experienced in the use of teamwork as a teaching and learning strategy.

(4) To find ways of using teamwork as an effective approach for teaching and learning.

1.5   SIGNIFICANCE OF THE STUDY

The study may be significant in a number of ways, for example:

(1) Practitioners (educators) who are daily confronted with the challenges of implementing teamwork as a learning strategy.

(2) Researchers may also benefit from the results of this study.

(3) Policy makers may benefit from the results of this study as they grapple with issues such as poor learning strategies.

1.6   PRELIMINARY LITERATURE REVIEW

1.6.1   Introduction

This section explores in detail the literature on learning and teamwork to understand effective ways of implementing teamwork for teaching and learning. A detailed explanation on each is described in the next sections. The reason thereof is to identify existing gaps and identify theories or models that can frame the proposed study. Areas covered in this preliminary literature include: discussions on cooperative learning and teamwork.

1.6.2   Cooperative learning and its usefulness

According to Bitzer (2004: 41), "Cooperative learning is not just a new version of small group discussions in teaching, but that it is a way of applying sound educational principles such as student involvement and responsibility, and reflects contemporary research on student learning that has brought us a new perspective on how learning in schools can be best effected". Studies on cooperative learning have looked at various aspects of learning and teaching. For example, a study was conducted by Hsiung (2012) from the National University of Science and Technology in Southern Taiwan about mechanical engineering students. They showed that given a sufficient period of time for the cooperative learning teams to mature, students in the cooperative learning condition performed substantially better in both the homework and unit tests than those in the individualistic learning condition. Another study by Wafaa and Al-Yaseen (2011) which sought to

examine the opinions of trained educators on cooperative learning regarding the possibility of successful implementation of it in the primary stage of public schools, revealed that the majority of the students showed a high frequency of satisfaction with cooperative learning as a learning strategy. Another study was also conducted in India by Wang, Xiamin and Jinglei (2012) and revealed that cooperative learning enhanced their learning experience and also made them to gain more pharmacological expertise, increased the awareness of their career in future and self-educational abilities, and fostered their cooperation spirit and confidence.

Some learning theories view learning as a social process that occurs more effectively through cooperative interpersonal interactions (Vygotsky, Cole, 1978; Piaget, 1967). Cooperative learning within this context appears to be similar to teamwork because learners join hands and show unity where everyone contributes and shares ideas with others. However, what appears to be lacking in cooperative learning is best realised in teamwork. The present study proposes to investigate the effectiveness of the implementation of teamwork among school learners in Luthuli Park Combined School.

1.6.3 Teamwork

Teamwork can be explained as joint action by a group of people, in which each person subordinates his or her individual interests and opinions to the unity and efficiency of the group (Friend & Guralnik, 1998). From this definition learner may cooperate and interact with one another to pursue a goal. Engineers work in teams, so it is good to develop these skills as early as possible (McGourty & DeMeuse, 2001). In teamwork each member is given a role to play considering talents or skills unlike in group work. When they have collaborated, they will be able to achieve project goals. However, just putting learners into teams does not always give results that teachers expect. That is the reason why it is important to implement effective teamwork in schools. Thus, it is important for learners to understand and know on how to work in teams, because if one works in isolation, then the goal may not be achieved.

Certain aspects should be considered in order to build effective teamwork. In a school, a team leader should supervise his team, making sure that they accomplish the given tasks so that they can be able to achieve a goal at the ultimate end. A member should make sure that the members are accountable for their efforts. He or she should also make sure that they work together in solving a problem. There is no problem when learners in a team argue because everything that is valuable should go through rigorous debates to reach its true potential. Educators should

therefore understand the role of conflict in such situations as positive (McGourty & DeMeuse, 2001).

A key assumption of this study is that some schools practise teamwork, but it is not effective and it therefore, leads to poor achievements of learners. One critical issue raised by Crosthwaite, Cameron, Lant and Litster (2006) is that students need to perceive the importance of teamwork skills, which means that they must regard them as an essential condition to successful professional practice in their own disciplinary context.

In order to implement effective teamwork, agenda should be considered. Here are a few general guidelines for an effective agenda: Begin with the most-important or most-complex issue; include an approximation of the time that will be devoted to discussion of each item; indicate what action the team will be expected to take on the item; use clear descriptions of each agenda item and specify the person responsible for the presentation or discussion of each agenda item (Parker, 2009).

 If a team is not well constituted, everything will not go well because some may not prepare themselves; some may not even be punctual to avail themselves for discussions, while others may not be able to do the assignment at all. Team members must be strong. A fully functioning team occurs when all of the team members are engaged in strong and good behaviours such as attending classes, participating, problem solving and decision making. The really effective teams open a talent bank that brings out the past experiences, underutilized skills, and specialized knowledge of team members (Parker, 2009).

The word "team" expresses individuals who cooperate. Therefore, if there is no cooperation then it is no longer a team, but rather a collection of individuals. All members of the group must support each other so that the team can ultimately achieve its set goal. The assistant of the educator also plays a vital role. It is unlikely for the team to succeed in the presence of others who fold their hands; or listening just to write important facts/inputs from others. For example, it is very difficult in a soccer club for a team to succeed while two players share one position; instead each and every one in a soccer team must have his/her own position that will help the team to win.

It is believed that for teams consisting of members with prior mutual collaboration and work experience, a differing set of communications requirements and structures are needed in

comparison with teams with non-familiar team members (DeLuca & Valacich, 2006). People who are working in teams should not be selfish, but rather share every single information with the rest of the team and be corrected if possible. Isolation is a real life problem experienced by many organizations today.

1.7 RESEARCH METHODOLOGY

1.7.1 Research design

This study used mixed methods research. Using mixed methods research can further broaden these insights by combining qualitative and quantitative research approaches during data collection, analysis, integration of findings, and drawing of conclusions (Tashakkori & Creswell, 2007). Mixed methods research "actively invites us to participate in dialogue about multiple ways of seeing and hearing, multiple ways of making sense of the social world, and multiple standpoints on what is import ant and to be valued and cherished" (Greene, 2007:20). A case study research design was adopted to allow the researcher to gather rich and in-depth data.

1.7.2 Sampling

A purposive sampling strategy was used to select three classes: Grades 8, 9 and 10. Twelve learners were selected from those classes. This was done because a large number of learners is constrained by time and money. The site of the study was Luthuli Park Combined School, Seshego. The school was chosen because of its quintile 3 status. That is, it's impoverished and over-crowded status.

1.7.3 Data collection

The study used three methods of data collection: a) interviews; b) observations and (c) questionnaires. These methods were used to solicit rich data dealing with learners at Luthuli Park Combined School.

a) Interviews

Semi-structured interviews were used to allow the participants to express themselves freely, yet within certain parameters. The interviews were envisaged to take approximately 30 minutes. These interviews were conducted after school hours to avoid disruption to the classes and noise. Questions were directed to the participants' experiences, feelings, beliefs and convictions about the theme in question (Welman & Kruger, 1999).

b) Observation

The study adopted a non-participatory role of an observer of three lessons (one each) of participating learners who were observed while working on teamwork with others. My role as a researcher was made clear to learners so that they are free to express themselves without raising eyebrows by my presence.

c) Questionnaires

Questionnaires about teamwork were administered in May/June 2014. In the classrooms, the learners filled in the questionnaires adapted from McGregor (1960). The questionnaire contained items sought to identify and describe the challenges experienced by learners in using teamwork as a teaching strategy. The instrument was composed of 19 questions which measure various aspects of teamwork such as the atmosphere within the teamwork, the degree of trust and confidence in the team, etc.

1.7.4   Data analysis

Ideas that came out of the interview sessions were consolidated. The researcher analysed data collected from participant interviews, questionnaires and observations by using different methods. The researcher used SPSS programme to analyse the questionnaires. Data from interviews were analysed manually. In terms of observation, data belonging to each category were grouped and analysed and then final remarks on data analysis were written (De Vos & Strydom, 1998).

1.8   ETHICAL CONSIDERATION

The anonymity of the respondents was protected. The researcher did not take advantage of easy to access. Individuals who showed no interest to participate were excluded. The researcher obtained informed consent from the Department of Education, The Principal, School governing body and educators.

CHAPTER 2
LITERATURE REVIEW

2.1   INTRODUCTION

The previous chapter was about the background to the study, problem statement, aim of the study, the objectives of the study, significance of the study, preliminary literature review, research methodology, ethical consideration and references of the topic, which is "The Implementation of Effective Teamwork in rural Schools: The case of Luthuli Park Combined School".

This chapter focuses on literature review covering the implementation of effective teamwork among secondary school learners. The concept of teamwork has already been discussed by so many researchers. Their comments and inputs play a vital role in informing this study. To address the research question of this study, the research sought to review the literature related to the areas of teamwork and learning. This chapter is designed as follows: the definition of concepts, historical and geographical development of teamwork, the involvement of a team, schools of thought or models of teamwork, importance of teamwork, characteristics of effective teams, existing gaps and conclusion.

2.2   DEFINITION OF CONCEPTS

Different conceptions are used in the literature to refer to teamwork. These include: group work and cooperative learning.

2.2.1 Group

Group is made of two or more individuals who are connected to another by social relationships (Forsyth, 2006). A group is a place where the learner can learn more effectively than if they were on their own (Horder, 2010). Groups can arise in a random and ad hoc manner (Davies, 2009). Our experience shows us that careful listening to a group working together can allow the teacher to identify the specific support a group or an individual need to progress within a task and how that support might be provided (Stephens, 2013).

Group refers to any collection of people who have been clustered together so that they are able to work. For the formation of this group, the number of members is not considered. Group work is similar to cooperative learning; the difference is that cooperative learning uses only small groups. Group work is not suitable for effective learning because learners are not given special

responsibility and as a result, others may end up folding their hands, not contributing to enable better learning. Members do not help one another to accomplish a given task, whereas in a team members help one another to accomplish objectives in an organization. In a team the members work cooperatively together to achieve an integrated outcome while the outcome of a group may be more of a collection of individual contributions and not necessarily achieving any degree of cohesion (Meehan & Thomas, 2006).

2.2.2 Cooperative learning

Cooperative learning, on the other hand, is a relationship in a group of students that require positive interdependence (a sense of sink or swim together), individual accountability (each of us has to contribute and learn), interpersonal skills (communication, trust, leadership, decision making, and conflict resolution), face-to-face promotes interaction, and processing (reflecting on how well the team is functioning and how it can function even better). Previous research indicates that cooperative learning language does not only improve the learners' language skills, but also creates a supportive learning environment (Wichadee & Orawiwatnakul, 2012). Cooperative learning is not suitable as compared to teamwork because it involves only a small group of learners, where the educator functions as a facilitator. Teamwork does not have an absolute actual size, but rather depends upon the type of the project given. If the project is large then team members will increase in size. However, when too many people are at the table, inquiry drops off dramatically (Lencioni, 2010).

2.2.3 Definition of Teamwork

The word *team* can be perceived as an acronym for the English word TEAM: T-together, E-everyone, A-achieve, M-more (Kobolt & Žižak, 2007). Teamwork is work done by several teammates with each doing a part, but all subordinating personal prominence to the safety of the whole (Logsdon, 2009). Teamwork is an integral feature in delivering services in both healthcare and social care (Buljac-Samardzic, Wijngaarden, van Wijk & van Exel, 2011). At the individual level, most researchers would agree that teamwork is a set of behavioural skills (Hughes & Jones, 2011; Thompson, 2011).

Van Woerkom and Croon (2009) define team effectiveness as the absolute level of attainment of goals and expectations that depend on the degree to which work processes are free of errors and the extent to which clients are satisfied with the value of services provided by the team. It is very important for learners to understand and know on how to work in teams because nowadays

businesses increasingly structure work around teams. They work together sharing leadership for good results. Successful teamwork requires doing a lot of "unspectacular little things", such as having a clear purpose, building effective relationships, honouring your commitments, and an obsessive concern for communicating information" (Parker, 2009). Following Van Woerkom and Croon (2009), team effectiveness can be defined as the absolute level of attainment of goals and expectations that depend on the degree to which work processes are free of errors and the extent to which clients are satisfied with the value of services provided by the team (Buljac, Van Wijngaarden & Van Woerkom, 2013).

2.3 HISTORICAL DEVELOPMENT OF TEAMWORK

The concept teamwork is not new. It has been used in the past. The word "team" was first used in the ninth century to denote animals yoked together for ploughing; by the sixteenth century, its meaning had developed to describe people working together with a common goal (Stacey, 2009). In the nineteenth century, its primary usage was in relation to sport, particularly cricket (Stacey, 2009). Teamwork has always been used in varying degrees in families, sports, business and schools, but in recent years it has become increasingly clear that teamwork is essential in all organizations if they are to reach their greatest potential (Garner, 1995). Americans have cheered on their teams practically since the first boat land of pilgrims arrived (Wellins, Byham & Wilson, 1991). In the past, people survived by hunting and farming, working together. They had a leader who guided them. They shared the outcome.

Teamwork has also proven to be a powerful tool for reducing racism. Shakespeare's wonderful words in as you like it, Act 11, scene 7, line 139 "All the world is a stage, and all the men and women merely players" provides an excellent parallel for setting the organization's stage for the use of teams (Carol, 1991). Shakespeare from this context illustrates and compares film from the stage with the real world that we live in. To accomplish a certain task like film, people should join hands together. Romeo and Juliet is a tragic romance written by William Shakespeare. The play was first published in 1597. Shakespeare used dramatic structure. This play is well performed by a team. Initially, their family misunderstood each other, but their love ultimately unites the two families. This film draws young people into the world of movement and performance.

2.4   THE INVOLVEMENT OF TEAMWORK

A team comprises a group of people with a common purpose which works together physically or virtually in order to perform a clear task (Mostafa, Mehran & Bijan, 2010). It is believed that for teams consisting of members with prior mutual collaboration and work experience, a differing set of communication requirements and structures are needed in comparison with teams with non-familiar team members (DeLuca & Valacich, 2006). Nevertheless, the selection process should concentrate on selecting the candidates who have the teamwork spirit and expected to be good team members, and at the same time, management should develop and foster an appropriate teamwork culture (Judeh, 2011). The team leader is directly responsible for inspiring this commitment from team members so as to enhance the team efforts in achieving the common goals (Judeh, 2011). Often work teams are allowed to self-manage their team processes, that is, the team has the authority and responsibility to manage how their team functions (Solansky, 2008). Research shows that effective communication in a team is a critical factor determining team performance (Hitt., Miller & Colella, 2006). Then employees involve themselves in teamwork that has good benefit at the ultimate end. Teamwork did not start in school but it emerged in some projects and therefore it tends to be productive. In a small team of two or three people, say, it may be difficult to provide the same range of skills, knowledge and experience as a larger team, so it is important to acknowledge and value what each team member can contribute and build on this (Rodd, 2006). Johnson and Johnson (2006) state that the term is related to a set of interpersonal interactions structured in such a manner that the common goal can be achieved.

2.5   SCHOOLS OF THOUGHT OR MODELS OF TEAMWORK

2.5.1   Mental model

Jones, Ross, Lynam, Perez and Leitch (2011) describe mental model as a personal, internal representations of external reality that people use to interact with the world around them. Mental models as the basis for a theory of reasoning are an intensively researched topic in psychology (Groesser & Schaffernicht, 2012). A team's mental models describe both individual mental models and how they are shared or distributed within a team; this concept seems very suitable to investigate how complex problems are solved within teams (Badke-Schaub, Neumann, Lauche & Mohammed, 2007). They specify relevant knowledge content as well as the relationships between knowledge components (Webber, Chen, Payne, Marsh & Zaccaro, 2000). According to Cannon-Bowers, Salas, and Blickensderfer (1999) team mental models refer to the collective task- and team-relevant knowledge that team members bring to a situation. When team members held more similar mental models, the amount of knowledge team members held mattered less in

determining how much team members participated than when team members' mental models held a lesser degree of similarity (Ying & Erping, 2010). When the members of a team organise their knowledge of team tasks, equipment, roles, goals, and abilities in a similar fashion, they share mental models—team mental models (Lim & Klein, 2006).

For the team to be effective, it needs team mental model. Team processes have been divided into the following three categories:

(1) Transition processes, which are focused on interpreting feedback and environmental information, setting goals, and planning future action; (2) action processes, which are related to actions involved in the execution of task work, and (3) interpersonal processes, which are related to the socio-psychological aspects of teamwork (Ying & Erping, 2010). The development of a mental model depends on the current situation, or more precisely, a mental model is built based on the requirements and constraints that determine the cognitive processes of a given situation (Badke-Schaub, Neumann, Lauche & Mohammed, 2007).

The team model summarizes team members' understanding of each other's knowledge, skills, attitudes, strengths, and weaknesses (Lim & Klein, 2006). Teams consisting of members with high mental ability should develop more accurate mental models and consequently have higher team performance than teams with low-ability members (Edwards, Day, Arthur & Bell, 2006). Mental models have been studied by cognitive scientists as part of efforts to understand how humans know, perceive, make decisions and construct behaviour in a variety of environments (Davidson, Laura & Weitz, 1999). One underlying idea is that people's mental models are limited by human information processing capabilities (Vennix, 1996). Teamwork mental models describe the content and structure of team members' mental models of team interaction processes in teams like theirs (Lim & Klein, 2006).

2.5.2 Shared mental model

Cannon Bowers, Salas and Converse (1993) suggest that shared mental models provide mutual expectations which allow teams to coordinate and make predictions about the behaviour and needs of their team-mates. Team members must be united in order to accomplish a specific task. A shared mental model of the task environment in a team leads to improved performance (Van den Bossche, Gijselaers, Segers, Woltjer & Kirschner, 2011). Shared mental model development requires quality communication among team members that are motivated to participate by a positive team climate that promotes idea convergence (Andres, 2012).

One source of confusion in regard to this issue which I alluded to earlier is that the term shared has multiple senses (Klimoski & Mohammed, 1994). Share on the other hand can mean to share or split or to divide information. In this case there is no mutual relationship. It can also mean to have in common for example, to share a belief. The Shared mental model provides an indication of the degree to how well team members' understandings of the task and interaction are shared (Ying & Erping, 2010).

Shared mental models seem to be very important in teamwork among members. Shared mental models are the key to supporting many interactions within a team that lead to its effectiveness and efficiency. It helps to support communication among members which lead to effectiveness and efficiency for a team. Ability to coordinate and cooperate about members in a team is essential. A recent study of teams working in a flight simulation task found that shared mental models had a positive effect on team processes (for example, coordination), which improved performance (Mathieu, Goodwin, Heffner, Salas & Cannon-Bowers 2000).

2.5.3 The true teamwork model

According to McInnis-Bowers Chew (2008) this model represents a cohesive teaching and learning strategy designed to enable students to develop teamwork skills through a three-pronged approach: knowing self, understanding others, and collaborating to solve complex problems. One thing I do know, and something I have learnt from the week just gone, is that you still can function and I suppose the weight comes off you if you know the person next to you is feeling the same and will help you through, (O'Brien in Daryl, 2012).

This model is transferable across study programmes. The True Teamwork Model blend from educational psychology as it incorporates Tuckman's model of team development, which helps students understand teamwork for being a process that requires attention. Tuckman (1992) presents stages of team development that involve becoming familiar with one another, establishing a common understanding of acceptable and unacceptable behaviours, "fighting" through inevitable tensions and conflicts, and streamlining efficiencies as meaningful and mindful collaborations become the norm. The true teamwork model is essential only for teamwork, but not for group work.

2.6   IMPORTANCE OF TEAMWORK

Teams are very important as they were also available in the ancient times. Even today people still work in teams to accomplish different tasks, for example, building constructions. Teamwork is very important in today's organizations as it can increase work performance and result in better outcomes; however, for any team to be successful, there are key factors which should be considered, including team members, their attitudes, responsibility sharing, et cetera (Mostafa, Mehran & Bijan, 2010).

People have different skills and as such, teamwork makes them to interact with each other, swapping information and knowledge into action. According to Hungarian and Chinese people's opinion, there are some other important factors that bring advantages for teamwork, for example: multiple opinion, group motivation, knowledge sharing and quality (Bencsik, 2009). Teams, by contrast, are created to serve specific, and often on-going needs in relation to specific projects or activities (Davies, 2009). Effective teamwork has been identified by researchers as one of the core features of high-performance organizations (Afolabi, Adesina & Aigbedion, 2009; Schlechter & Strauss, 2008; Sheng & Tian, 2010).

It is necessary and important, for learners of schools to have teamwork to achieve all goals efficiently. Bush and Middlewood (2005) state that teamwork has been popular at schools and colleges in many countries. The role of teamwork should not be ignored. Effective teamwork has been identified by researchers as one of the core features of high-performance organizations (Afolabi, Adesina & Aigbedion, 2009; Schlechter & Strauss, 2008; Sheng & Tian, 2010). If you are successful today, it is because you are teaming with the right people (Stuhldreher, 2012). It is important to show individual team members how their contributions can help the success of the team, build unity, and result in better performance (Criss, 2010). Teamwork is not an automatic consequence of co-locating people together and depends on a willingness to cooperate for a shared goal (Baker, Day & Salas, 2006).

Teamwork requires people to compensate someone else's weakness with their own strengths (Knapp, 2011). Other team members should be able to inspire others to create a positive atmosphere. When a team works effectively and strives to work together to complete a task, the results often reach a higher standard and quality than if a team struggles to work cohesively (Ben, 2010).

In the past, during the apartheid era, people were taught with the so called traditional way of teaching and corporal punishment was so common in school. Nowadays, this traditional way of teaching is no longer considered appropriate as it bores the learners to death. Teamwork is used in many schools. In teams, members recognize their interdependence, see connections between individual and team goals, and mutually support one another in achieving both individual and team goals (Staggers, Garcia & Nagelhout, 2008). There are many different ways of learning, either through learner-centred approach or teamwork. The importance of teamwork are as follows:

> **Teamwork allows fostering of synergises**

Almost all people have weaknesses and these weaknesses can be dealt with if people work with others. Teamwork enables us to dream big and then deliver on that Promise (Wild, Mayeaux, & Edmonds, 2008). It is possible to achieve your objective faster if you allow another person to help you even if you are familiar or capable of it. Teams are also able to achieve a superior level of performance that surpasses not only the performance expectations of individual team members, but also the expectations held by management (Manning & Schmidt, 1995).

> **Teamwork compliments our individual weakness**

Teamwork involves a group of people who bring together their different skills, ideas and work styles for a common goal (Watson, 2010). Our skills and abilities have limits, so teamwork in this regard with the help of other members can expand those skills and abilities. Members of the team can complement areas of weakness with their strength. In short, teamwork makes it possible to wear the many hats required of teachers who interact daily with young adolescent learners (Wild et al., 2008).

> **Teamwork is geared for organizational learning**

Teams outperform individuals, "especially when performance requires multiple skills, judgements and experiences" (Knapp, 2011). A stronger teamwork tie indicates that a pair of team members significantly interacts to make plans, track progress, and motivate each other (Crawford & Lepine, 2013).

> **Reduce isolation among learners**

In teamwork learners can also communicate through body language. The power of teamwork lies in learning from different people's perspectives, and pooling resources: pulling together, not

pulling apart (Nicholl, 2010). People work in collaboration mode when they build each other's strengths and knowledge to create something that is exceptional and beyond their individual abilities (Bal, 2011). For common aims team members have to work not only close to each other but together (Andrea, 2009). Interaction among team members is very important as it enhances information and knowledge. In teamwork there are interactions among people which can bring swapping of information and knowledge into action (Andrea, 2009).

➢ **Teamwork improves school performance**

Team is the very important heart which can help perform different activities to meet the goals well (Jiraporn, Prawit & Smarnjit, 2009). However, studies over the years have proven that teams in which team members share an excellent rapport are more likely to work efficiently as compared to teams which are marred by suspicion, envy, and mistrust (Rahul, 2011).

➢ **Teamwork aims to produce better result**

When people work in a team, a single person's decision is not final as there will be a range of opinions. Team meetings offer the ideal opportunity to observe interactions between members and to gain insight into how decisions are reached and disagreements resolved (Anning, 2010). Not everyone in the team view the decision in the same way. Where individuals participate in a team, doing their part towards a collective goal, they are entitled to share in the credit for the positive achievements resulting from their combined actions, and they also share in the discredit for negative achievements of the group (Lee, 2011). Some members may be excellent with the process, while some may require some time and guidance, so it is essential that there is willingness to teach and learn new ideas (Rahul, 2011).

➢ **Teamwork is geared for high productivity and achievement**

The best team enhances each person's abilities and encourages all members to grow personally and professionally (Watson, 2010). When a team meets, it must have a goal that is intended to achieve ultimately. It must not just meet for the sake of meeting and seeing each other, but rather to produce something. Individual teams must understand what that goal is, and know their role- both individually and as a group-in accomplishing it (Watson, 2010). Teamwork can increase productivity through brainstorming ideas, dividing responsibilities, gathering information, and revising/editing document (Staggers, Garcia & Nagelhout, 2008). A person who works alone will work on his own pace, but if he joins a team, he will try to cope with the pace of that team. We always expect high productivity and achievement in teams. Traditional teamwork theory suggests

that increasing teamwork is uniformly beneficial for team effectiveness (LePine, Piccolo, Jackson, Mathieu & Saul, 2008).

2.7. CHARACTERISTICS OF EFFECTIVE TEAMS

Honey and Whiteley (2007) list some outstanding characteristics of an effective team. These characteristics create possibility for team members to collaborate in a team. The team should have a structure that enables its members to be productive. No one should hide behind one another in a team. This does not mean that one individual is not important, but rather that he is more competent when he effectively and efficiently joins others to work in a team. Research using socio metric badge data has shown that teams can instantly diagnose their patterns of interaction when presented with visual maps of their communication (Pentland, 2012). Further, this research has shown that managers can use such visualizations as a training tool to help teams quickly improve their patterns of interaction and resulting in team performance, and much of this improvement occurs without making any changes in team membership (Crawford & Lepine, 2013).

➢ **Members share explicit, common team objectives**

Effective teams must have shared team objectives as they work together. Teams that work distance from each other are not regarded as teams. A team must meet face to face so that members know each other in order to develop a sense of unity at the ultimate end. Sharing of ideas is the key to effective teamwork.

➢ **It produces, output terms, more than the sum of the individual parts**

It requires efforts for the team to produce quality results. The team should use different skills to ensure the objective is achieved to higher standard more than an individual who works alone. In teamwork every one among the team has responsibility and if another's work is not good on something, other members of the team help him so that the team can be productive.

➢ **It would not just tackle problems which concern them all, but members will willingly participate in the solution of individual problems**

In order for the team to solve problems, it must follow a specific process to arrive at a solution. Certain tools or techniques must be used to solve problems. It is therefore really important to understand the nature of the problem before an individual can choose the right tool or technique to solve the problem.

➢ **It does not just swap information but tackles problems, makes decisions and produces specific plans of action**

A team should be able to solve problems genuinely and make sure that there is positive morale, so that the learners' achievement could be higher. It is therefore important to consider the background of the problem and the contributing factors in order to solve the problem permanently. There might be problems that may stand in the way of expected results. So, if the team produces pure specific plan of action, then the problem will not exist anymore.

➢ **It is not leader dependent in the sense that all members share responsibility for success or failure**

Team members must depend on one another for good results. The team leader can only back them. The team cannot succeed if all members fail to share responsibility. Failure of commitment tends to make the team to be unproductive. The success of a team rests upon the members' commitment.

➢ **Members are clear on roles and relationships within the team**

It is really important for members to know their roles and their positions in a team because failure to know stand point will compromise the work and you will end up not knowing where you are as a member. Being unsure of your role and what is expected of you affects your performance (Derek, 2011). The team is subject to changes as there may be new members who join the team and others who depart.

➢ **A flexible and explicit working procedure exists which is understood and adhered to by all members**

A clear working procedure must be laid down so that the team will run smoothly without obligations. This procedure must be done by all the team members. This will however reduce absenteeism.

➢ **Immediate (i.e. meeting) objectives exist and are understood by all members**

Objectives help a team focus as a united team, sharing objectives to reap the expected results. People who are clustered together are not referred to as a team. A team must agree and understand one another with the aim of achieving a planned goal.

- ➢ **It allocates time to review process issues, e.g. concerns about: the leadership, relationships, the structure, working procedures, objectives**

Certain tasks should be allocated time for review. Time in teamwork should be managed, planned and monitored regularly. Poor time management can negatively affect the team.

- ➢ **Candour between members is such that relationship issues can be discussed in a mature way at any time**

Mutual understanding is one of the most important aspects to share a healthy relationship in a team. Every relationship goes through a certain set of stages irrespective of how harmonious it appears to be.

- ➢ **Over a period of time individual contribution levels are more or less equal**

It is unlikely for the group to succeed in the presence of others who fold their hands listening or just writing important facts/inputs from others. Full involvement by all team members is essential because each team member's inputs are required.

- ➢ **Members check expectations of their own and others' responsibilities and authority**

Team members look to the expectations in order to connect to a high performance and team quality. This will eliminate team weaknesses and build the strength including the endurance of the team.

- ➢ **Its members learn while they work**

Team members must be equal. Other members must not be bossy to others depending on one's gender or status. Members of the team must learn to become followers of one another. A team that is well managed and whose members perform together to a high standard is more productive and less stressed (Keegal, 2013).

- ➢ **It thinks 'results' first then 'method,' but acknowledges that both are equally important**

There are team members who may have specific skills and abilities that can help to develop the team. Being an expert in that area helps a team to nourish. The whole team needs to offer support so that the desired improvement in practice can occur (Keegal, 2013).

- ➢ **Each member values and respects the contribution of other team members**

Total participation by the entire team is required because, like a chain, a team is only as strong as its weakest link (Garner, 1988). Team members must really engage themselves for decision making, attending meetings, participating and for solving crises that may arise.

- ➢ **Each member is able to, and does, use other team members (including the leader) as a resource**

In teamwork members must interact with one another to build the necessary skills and to achieve a planned goal. Whether your relationship is with your leader, interpersonal relationship should be positive, supportive and clear.

- ➢ **It allocates time for creating and agreeing on short and long term objectives**

Teams will have to make leaders to understand the circumstances and gain insight into how to create long or short term objectives, allocate the necessary tools and integrate operational and tactical decisions into effective plans.

- ➢ **It allocates time for reviewing its performance, as a team, and produces plans for future improvement**

The team will have to introspect itself to review where it went wrong and design its own action plans for future improvement.

- ➢ **Disagreements are worked out through by discussion. The use of voting procedures is sparing and normally only as a last resort**

It is very important for the team to learn solving problems when they arise. It is possible for disagreement to arise, but negotiation skills should be applied to solve them. With the right attitude the team stands a chance of overcoming any challenge to succeed in its goal.

- ➢ **Members enjoy team meetings**

Teamwork should be informal and effective. Members should not blame one another or point fingers to others. It is really important to consider the ideas of others. Sharing ideas, views, solutions and plans is also important.

2.8 EXISTING GAP

Luthuli Park Combined School is situated in Luthuli Park, Seshego, and falls under Polokwane Municipality. It is an impoverished community where the houses around are RDP and most of the learners have single parents. Most learners depend on social grants. Research about teamwork was never been done in this type of environment. Many studies have focused only on the division of labour between two professions, rather than exploring team processes (Clarke, 2010).

2.9 CONCLUSION

The literature on the subject suggests that teamwork is composed of individuals who work together in close proximity with each other and who interact with other teams in the organization. Teamwork and knowledge sharing are prime movers of the productive education system. If teachers change their attitude and engage learners in effective teamwork, this will create a condition of high performance organization. Poor communication in teamwork can be a major barrier to effective teamwork. Teamwork models as a framework were illustrated and discussed. Factors involved in the development of effective teamwork were also discussed including factors that may lead to conflict, and the strategy to alleviate the problems.

CHAPTER 3
RESEARCH METHODOLOGY

3.1   INTRODUCTION

The previous chapter was about the literature review regarding the implementation of effective teamwork among secondary school learners. This chapter provides detailed information on the research methodology. The structure of the chapter is as follows: First, the researcher discusses research design, area and site, sampling. Second, the researcher discusses how data was collected. Third, the researcher discusses how data were analysed. Fourth, the researcher discusses the validity and reliability and ethical issues considered in the study. Fifth, the researcher gives concluding remarks.

3.2   THE RESEARCH DESIGN

The study used both qualitative and quantitative data to answer the research question. Due to the nature and context of the study, in order not to get inadequate information, the researcher had to spend sufficient time discussing with both the learners and educators. Qualitative research typically entails very different relationships between researchers and participants than do survey-based strategies, and such relationships are inflected in the data (Irwin, 2013). Quantitative measures are generally more convincing when they are supported by qualitative arguments (Bless, Smith & Kagee, 2006).

3.2.1   Study Area and Site

The study was conducted in the combined school of Pietersburg Circuit in Capricorn District, Limpopo Province. Capricorn is one of the 6 districts of Limpopo Province, consisting of five combined schools. The school is about 9, 2 kilometres from Polokwane City via Nelson Mandela Drive.

3.2.2 Sampling

A purposive sampling which is also known as judgemental was applied. The researcher intentionally chose the size and content of the sample in order to maximize the learning from their project. Twelve (12) learners were purposively sampled for interview. The interviews were conducted after hours in private offices. The reason for conducting interviews after lessons was to respect the scheduled teaching and learning times. Another sample size of at least 157 learners

was sampled to complete the questionnaires. They were then randomly selected from each of the Grade 8, 9 and Grade 10 lists until the required sample size was obtained.

3.3   DATA COLLECTION METHODS
Description of Instruments

The study made use of 3 data collection methods, namely semi-structured interviews, classroom observation and questionnaires. Semi structured interview is best as it allows both the interviewer and the person being interviewed the flexibility to probe for discussion. A purposive research sample was obtained after the necessary steps were taken in terms of access, consent and assent from the principal of the school and the learners.

3.3.1 The interview schedule for the Learners

An interview is a two-way experience (Willets, 2012). The exchange of information has to be mutually beneficial to foster any positive professional relationship (Willets, 2012). These include the ability to clearly structure questions (Cohen, Manion & Morrison, 2007); listen attentively (Clough & Nutbrown, 2007); pause, probe or prompt appropriately (Ritchie & Lewis, 2003); and encourage the interviewee to talk freely, "Make it easy for interviewees to respond" (Clough & Nutbrown, 2007:134). Interview is also very important in qualitative research. In-depth face-to-face individual interviews formed the main qualitative data source (Janssen, Hale, Mirfin-Veitch & Harland, 2013). Interviews are used as a way of verifying observations. Interview is an important session as one can understand the interviewee's perspective; it also helps to show that an individual has interest. Interviews represent one of the most common ways of collecting data in qualitative research because they provide opportunities for the researcher to collect rich and meaning making data (Roulston, 2010).

Learning to conduct semi-structured interviews requires the following six stages: (a) selecting the type of interview; (b) establishing ethical guidelines, (c) crafting the interview protocol; (d) conducting and recording the interview; and (e) reporting the findings (Rabionet, 2011). In general, researchers use semi-structured interviews to gain a detailed picture of learners' beliefs about teamwork. A structured face-to-face interview was conducted with each participant. English is the medium of instruction in Luthuli Park Combined School and it is taught as the second language. All 12 learners were interviewed in simple English language. The interview guide was developed during the desk research.

3.3.2 Classroom observation

An observation however is best because the researcher can clearly observe the research subjects well. There are two types of observation which are: simple observation (in this case a researcher remains an outside observer) and participant observation (Mouton, 2001) wherein a researcher is simultaneously a member of the team he/she is studying in a research. The researcher used the position of a participant observer in this study. The researcher put himself into an actual situation in a way to draw out and document the reactions of the subjects. This case study required learners to form and join a team, decide on projects, perform analyses and report their findings. Membership in any particular team was voluntary, but each learner had to become a member of the team.

Observational research techniques have advantages over other qualitative data collection methods when the focus of research is on understanding actions, roles and behavior (Walshe, Ewing, & Griffiths, 2012). The researcher completed certain items during the observation of 5 teams. It was important to observe interaction among learners. Observation of learners focused on the behaviours, actions and attitudes. The researcher spent a month conducting observation. Observational research methods are important for understanding people's actions, roles and behaviour (Walshe, Ewing & Griffiths, 2012).

Reasons for observation

The researcher wanted to observe:

- Whether the learners understand the assessment made.
- Whether the learners express their opinions equally in teams.
- Arrangement of learners.
- Whether they have discipline.
- If there is cooperation in the team.
- If they are aware of the outcomes of the lesson, and
- Interaction during teamwork.

3.3.3 Questionnaires

The 19-item anonymous questionnaire with Yes or No was administered to 157 learners. This questionnaire covers many issues pertaining to teamwork. The questionnaire contained 19 closed questions. Questions were asked in simple and clear English so that the respondents would not struggle to understand the questions. The researcher was available for clarity while the respondents were filling the questionnaires. Before the learners filled in the questionnaire, the researcher tried to explain everything to the learners. The respondents were requested to indicate by marking "Yes" or "No".

3.3.4 Procedure

A pilot study was done to check if the interview schedule would bring the intended results before the actual interviews were conducted. By overcoming the language barriers, the instrument was a success. Learners were informed that the data would be used strictly for research purposes, and information provided would be kept confidential. Interviewing learners was not an easy task because the planned time and venue was not always suitable for them. During school hours they attend classes and after school they go home.

Data collection was conducted over a 5 weeks period of time from respondents. Putting questions to respondents is a skill, and respondents should never get the feeling that they are being cross-questioned or that the researcher is inquisitive (De Vos, Strydom, Fouché & Delport, 2002).

157 participants were given questionnaires with a covering letter that explains the purpose of the study including the importance of their contributions. Participants recorded positive (yes) or negative responses (no) to a total of nineteen questions on the implementation of teamwork. The importance of the study was also revealed to the learners. The researcher walked around the room to reduce the learners' inclination to share answers. The researcher assured anonymity and confidentiality of the information provided by the respondents that their identity will not be revealed in any way.

Finally, the researcher used an observation schedule to make notes during the session. Field notes help researchers document research activities and position themselves in the field, invariably constructing the research, the researcher and the knowledge produced (Thompson, 2014). The number of learners per class ranges from 50-65. All learners were black, although they were not from the same cultural group background. The school is a public school. Because

the researcher is an educator at the school, he made use of his free periods to collect data. Observation notes were coded, organised into categories and lastly, key concepts were identified.

3.4   DATA ANALYSIS

3.4.1   Interviews

The researcher clustered similar topics together to make them manageable. The researcher then abbreviated lists of topics into codes. The codes allow the researcher to develop themes and categories. The researcher then reorganizes the codes into major categories and subcategories to reduce the number of categories. After feeling that the codes are fairly well set from my initial hard-copy work, the researcher manually analyse the collected data.

3.4.2   Observation

The object here was not to check for accuracy of data, but to help gain a picture of how the participants lived what they believed, hence to enrich rather than confirm findings (Van der Mescht & Tyala, 2008). The researcher used a five-point scale to measure the behaviour of the learners.

3.4.3   Questionnaire

Data were coded and analysed using SPSS version 11.0. A statistician assisted the researcher with the transcribing of data from the questionnaires to the SPSS programme. Data analyses were done using descriptive statistics such as frequencies and percentages. Tables and pies were also used.

3.5   VALIDITY AND RELIABILITY

The reliability of a research instrument refers to the consistency with which it measures certain attributes (De Vos, 2002). It is an indication that if the same instrument is used on different occasions, similar results should be achieved. The credibility of the research was enhanced by the use of observation and audio recordings of the interviews. Transcriptions were taken back to the participants to be checked for accuracy (Chabilall, 2012). As recommended by Bless *et al.* (2006) these questionnaires were pre-tested to ascertain whether the instrument adequately established what the study intends to achieve.

3.6   ETHICAL CONSIDERATION

Ethical issues are often deemed to be resolved by procedures such as safety of the participant, respect for privacy, informed consent, respect for anonymity and confidentiality. The use of consent forms is highly recommended to ensure that all the participants are happy. The researcher decided to make a verbal agreement with my research participants and informed them of their rights to withdraw from the study at any time they so wished or when felt uncomfortable. The principal gave permission for the school's name to be used. As I am an educator in the school, I was familiar with the staff members of the school. One of the dangers of knowing the participants personally is the fact that they are likely to tell you to avoid telling you what you want and tell you what they think you want.

3.7   CONCLUSION

In this chapter, the research methodology employed in the study was suitable to the research purpose. Learners responded enthusiastically to the questions. The area and site where the study was conducted was clearly defined, that is Luthuli Park Combined School in Capricorn District. The sampling method was discussed including the procedures of data collection which were initiated by the description of data collection instruments and the ensuing procedures succeeded. Thereafter, data analysis followed. Ethical consideration of the respondents was lastly considered.

CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION

4.1   INTRODUCTION

This section covers a summary of the three methods of data collection (observations, questionnaires and interviews).

Langenbach, Vaughn and Aagaard (1994) indicate that "whether the researcher is working with quantitative data or qualitative data, it is important to remember that both have been acted upon before any analysis occurs, qualitative data, especially words, texts, expressions, and statements, represent thoughts, feelings and beliefs of people the researcher has observed or interviewed. The researcher has worked upon the data before it can be considered. The data analysis was based on a continuous process of organizing and reorganizing all material, including the researcher's notes, in order to create categories, themes and patterns (McCormick & Schmit, 2002).

This chapter will first present the biographical information, followed by results from the questionnaires, observation and finally the results from interviews.

4.2   RESPONDENTS' PROFILE

Table 4.2.1: Profile of the respondents

Name of the research Instrument	Number of respondents	Gender
Classroom observations	5 teams	Mixed of males and females
Questionnaire administration with Learners	157 learners	87 males 70 females
Learners Interview	12 learners	5 males 7 females

SECTION A

This section covers the analysis and interpretation of data from the learners. It deals with the problems that prevent effective teamwork in the classrooms.

4.3   AGE

The respondents of this research project are from different age groups: I57 learners answered the questionnaires. Three (3) of the 157 respondents did not indicate their age. The number of learners interviewed represents all classes.

Table 4.3.1: This table below shows the age group of learners and the number of learners.

Age of learners	Number of learners
13-15	88
16-18	58
19-21	8
Total	154

4.4   GRADE

The respondents were from Grades 8 to 10. The table below indicates the percentage of respondents. The sample was selected randomly; both male and female respondents were selected. It is indicated that 55% of the respondents were males and 45% were females.

Table 4.4.1: The number of male and female respondents per grade.

Table 4.4.1: The number of males and females respondents per grade.

Grade	Males	Females	Total
8	42	27	69
9	30	21	51
10	15	22	37
Total	87	70	157
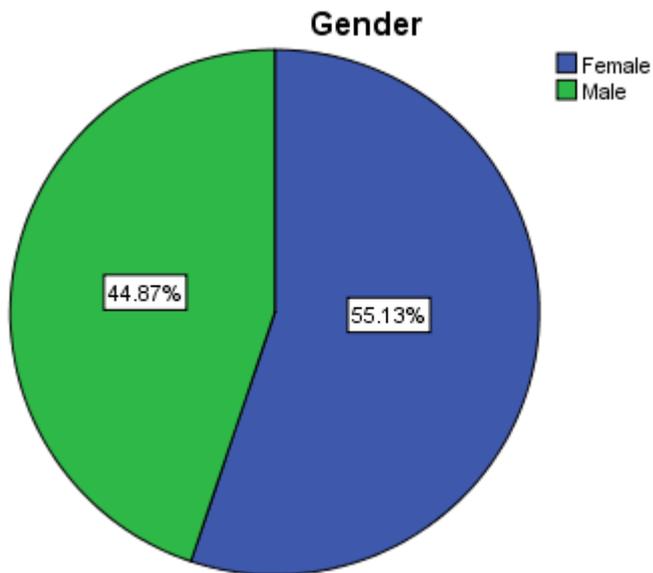
Gender

This pie chart above shows the percentage per Gender
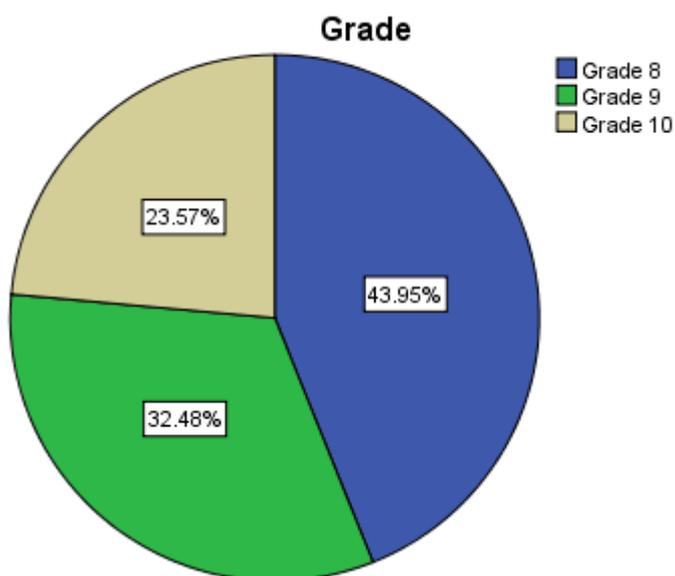
Grade

From this Pie chart above, it is clearly indicated that Grade 8 has 24% of respondents, Grade 9 has 44% respondents and Grade 10 has 33% of respondents.

4.5   DATA MATRIX

According to May, Masson and Hunter (1990), a matrix is a rectangular table in which the vertical lines are called column and the horizontal lines are called rows. This matrix contains a summary of questions and responses for this research study. The question numbers are on the left hand side while responses are recorded on the right hand side.

4.6   PERCEPTIONS OF LEARNERS ON TEAMWORK

In Section A, respondents were supposed to state whether the statement is Yes or No. Analysis of data will then follow each question in a sequential manner. It is clearly indicated that 157 learners participated in this project. However, one respondent did not disclose his gender while three respondents did not disclose their ages.

Table 4.1: The table below shows the summary of the learners' responses for each question. One hundred and fifty-seven learners participated in this project. The objective was to identify and describe the challenges experienced by learners in using teamwork as a teaching strategy.

Question no.	Yes	No
1	59%	41%
2	46%	54%
3	60%	40%
4	53%	47%
5	60%	40%
6	64%	36%
7	54%	46%
8	90%	10%
9	63%	37%
10	75%	25%
11	71%	29%
12	70%	30%
13	75%	25%
14	68%	32%
15	66%	34%
16	66%	34%
17	31%	69%
18	30%	70%
19	77%	23%

➢ **Is the atmosphere relaxed and comfortable?**

The table above indicates that the majority of the teams in schools are operated in a relaxed and comfortable environment. Fifty-nine percent of the participants acknowledge that they operate under a relaxed and comfortable environment, while 41% do not acknowledge such proposition. Adair (1986) differentiates between atmosphere and climate with the suggestion that "atmosphere may be temporary, while climate implies a prevailing condition".

➢ **Do learners in teamwork listen to each other's suggestions?**

Better communication among team members is the key to effective teamwork. It is possible to lose important facts if you are a poor listener. It does not show respect if you fail or interrupt someone while he/she is still talking. By listening to someone speaking, you can acquire important ideas. One learner should have the chance to speak while others are busy listening, without any interruption. This study indicates that 46% of learners listen to each other's suggestions, while 54% reported that they do not listen to each other's suggestions.

➢ **Is there a general agreement on most decisions?**

In every open discussion, all team members should participate until a solution is found. They must listen to the ideas of other members as some may have creative thoughts. The team may not agree at all times. If one issue in a team is not agreed upon, then the team must figure out a way to live with that issue without letting that problem block the efforts of team members. According to the table above, 60% of the participants indicated that they agree on most decisions in their team. Forty percent of the learners are of the view that they do not generally agree on most decisions.

➢ **Are disagreements tolerated, and is there an attempt to resolve them?**

Educators did not receive training in conflict resolution; as a result, they assign a low priority to solving conflict problems. There is diversity in each team member and that can produce conflict. This is because people have different personalities. Disagreement in teams is not necessarily destructive all the time; they can lead to new ideas that can make the team more effective and productive. For this study, 53% of the participants indicated that disagreements are tolerated and attempts are made to resolve them. Forty-seven percent of the learners indicated that disagreements are not tolerated and as such attempts are not made to resolve them.

> **Are team discussions frequent and usually pertinent to the task at hand?**

The team leader is the one who sets ground rules for how team members will interact with each other and how frequent they should meet. He should empower and inspire them. The team leader should be effective in order to manage his team. The educator should be the one to manage the process of the team well. Sixty percent of the participants indicated that team discussions are frequent and usually pertinent to the task at hand, while 40% indicated that team discussions are not frequent and not usually pertinent to the task at hand.

> **Do teams welcome criticisms from outside people?**

This study reveals that teams do welcome criticism from individuals outside their circle. This view is supported by the table above, which indicates that 64% of the learners indicated that their teams did welcome criticisms from outside people, while 36% indicated that their teams did not. Criticism in teamwork should be constructive so that the teamwork will be productive. Most teachers rave when things do not go well, but are quiet when things are fine. Praise is necessary and important in teamwork when things are fine as it inspires team members. It finally raises the efforts of teamwork to a greater level.

> **Is there a high degree of trust and confidence in the team?**

According to this study, 54% of the learners reported that there is a high degree of trust and confidence in the team, whereas 46% reported that there is no high degree of trust and confidence in the team. Trustworthiness is a foundation for a healthy relationship in a team. When things are not going well in teamwork because of trust, team members are more willing to go on through those challenging times. Trust improves better communication with teamwork, including other people from outside.

> **Do team members work hard to help the team achieve its goals?**

Teamwork that involves all team members having the same clear goals helps considerably (Larson, 1989). In order for the team to achieve its goal, members must coordinate and cooperate efficiently. If another task in teamwork is complicated for other team members, it might be simple for others. Motivation in teamwork opens the door for the team to achieve its goal. For the present study, 90% indicated that team members work hard to help the team achieve its goal, while 10% reported that team members do not work hard to help the team achieve its goals.

> **Is there a cooperative rather than a competitive relationship amongst team members?**

Cooperation is very important in teamwork as the members participate actively in their work. It is really difficult for the team to succeed if its members fold their hands and let others do the whole work. For the team to accomplish its tasks accordingly, its members should play their roles accordingly. Team leaders should lead the team, manage and nurture it. Although all members are from different family backgrounds, they may have different personalities; so trust and respect in a team are important as they enhance team building. For this study, 63% indicated that there is a cooperative rather than a competitive relationship amongst team members. Thirty-seven percent indicated that there is no cooperative, but rather a competitive relationship amongst team members.

> **Do team members understand what they are trying to accomplish?**

The team should have a plan in order to align its direction to achieve its set goals. Each member of the team should understand his role and be creative. Diverse opinions are also important to the team as they build the team. The study shows that 75% of participants reported that team members understand what they are trying to accomplish, while only 25% reported that team members do not understand what they are trying to accomplish.

> **When the team takes action, are clear assignments done and are they accepted?**

When teamwork is fairly distributed among the team members clear assignments are carried out. Effective teamwork should have a clear direction in order for the project to be successful. The team is likely to succeed well when its members support each other, share thought or ideas, belief, etc. Seventy-one percent of participants in this study indicated that when the team takes action, clear assignments are made and accepted while 29% of participants are against these ideas.

> **Are team goals set high, but not so high as to create?**

It is vital to set goals that will stimulate and motivate the team performance. If the problems prevail in the team, they must be solved in a manner that creates goodwill. Team members, including the leader must communicate effectively in order to encourage better involvement and also renew the spirit of the team. For this study, 70% of participants indicated that team goals were set high, but not so high as to create and 30% disagree.

➢ **Do the leader and members hold a high opinion of the team's capabilities?**

A leader who does not play his leadership role well can cause unnecessary disruption in the team. A team leader ensures that the team works with more efforts to complete the task before the deadline and where possible renegotiates extra time in advance when necessary. He must motivate a team member so that they are able to perform above expectations. For this study, 75% of the respondents reported that the leader and members hold a high opinion of the team's capabilities, while 25% of the respondents disagree.

➢ **Is creativity stimulated within the team?**

Creativity is vital to team performance and productivity. Therefore, creativity is part of the innovation process, being particularly relevant in the idea generation phases (Alves, Marques, Maria, Saur & Marques, 2005). Within the team, a leader can be the one who maximizes. The leader, for example, can match the team members' abilities to tasks. This can ultimately help to reduce stress in the team, including the amount of performance anxiety the team suffers. The figure reveals that most teams stimulate creativity. This is affirmed by the 68% of the respondents, while only 32% indicated that creativity is not stimulated within the team.

➢ **Are learners kept busy, but not overloaded?**

Activities given to learners should not just only keep them busy, but rather be meaningful. Usually, busy work will keep learners occupied and not productive. Learners should always be kept focused on teamwork and the educator should monitor their progress. This study reveals that most learners are kept busy, but not overloaded. The present study reveals that 66% of learners are kept busy, but not overloaded, while 34% of the respondents disagree.

➢ **Is the leader of the team well suited for the task?**

Firstly, a team leader should understand what it is expected of him as the head. The leader should understand and recognize his role as a leader. He should also have the knowledge and skills of creating effective teamwork. The leader should be able to fit members to the appropriate roles. Respect is also important within the team. For this study, 66% reported that the leader of the team is well suited for the job while 34% indicated that the leader of the team is not well suited for the job.

➢ **Do members rotate in leading the team?**

It is important for team members to rotate because one member may fall into a pattern of behaviour which can make a team not to be productive. It is possible for team members to talk about other things rather than the subject matter discussed. When members rotate in leading the team, it really helps each other learn from one another. In a team when one fails to go on, the better way is just to get someone to take over. On the other hand, when there is ongoing dialogue in a team on a challenging topic, it is a good idea to have someone intervene to take charge in order to move the discussion forward. For this study, 31% of the respondents indicated that team members rotate in leading the team while 69% indicated that the team members do not rotate in leading the team.

➢ **Do teachers choose the leader?**

It is really important for the team to have a leader that meets the leadership type required for the team. The relevant leader will be able to encourage others to contribute effectively to the team. He must be firm and be able to direct the team to a greater goal. He must not misuse his power, but rather lead by example. He must encourage the team members to work even beyond school borders to contribute to the success of the team. For this study, 30% indicated that the teachers choose the leader while 70% indicated that the teacher does not choose the leader.

➢ **Do team refer all challenges to the teacher?**

It is really encouraging to see that the majority of the learners collaborate with their teachers. This is substantiated by the statistics above, which reveals that 77% of participants refer all challenges to the teachers and 23% of participants do not refer their problems to the teacher. Teachers provide extra help to learners in need of remedial instruction. Teachers can use crossover strategy to solve some problems by consulting their colleagues. Colleague crossover involves teachers actually exchanging ideas, skills and roles with each other.

SECTION B

This section covers the observation of learners working in teams. Analysis and interpretation were also done.

4.7   OBSERVATION

The researcher made observations in selective classes. It was important for me as a researcher to make observations as this would enable me to have a clear understanding of the environment in which teaching and learning take place. My observation report is divided into categories which are listed below:

4.7.1   THE INSTITUTION

The school is still new. It was established in 2008. All resources in classrooms were new although they are not enough. The school has a telephone, but it does not have a fax machine. The school has six blocks, each with four classrooms. The school also has six mobile classes.

4.7.2   CLASSROOM OBSERVATION

Purpose and Analysis

The investigation that the researcher set out to do was to determine as to whether teamwork among the learners is effective and also to detect as to whether it produces the set goal. The purpose of the investigation was to observe the learners who work in teams for a certain task given by their educator and also to view as to whether educators supervise the learners accordingly. Before implementation can be done, it was proper to go through investigations. The researcher's investigation was exploratory and for that reason, the researcher chose classroom observation, as a type of non-participant observation, which is regarded as suitable for exploratory research (Bless & Higson-Smith, 1995:45). Grade 8, 9 and 10 learners were observed working in teams. An educator gave them a task to do in different teams and he welcomed me as a researcher to observe them while they worked in teams. In each class they were more than 50 learners and they were divided into 5 teams (for each class).

4.7.2.1   LEARNERS BEHAVIOUR DURING THE LESSON

The researcher during the observation ticked one of the five-point scale that correspond with the behaviour of learners during the lesson. The researcher arranged with five educators to observe their strategy of learning and teaching. The classroom was not enough for them to cooperate accordingly as they made a lot of noise which disturbed other teams. The researcher visited 3

classes. Out of these 3 classes the researcher discovered the following behaviour from the learners.

LEARNER'S BEHAVIOUR	Not at all	Rarely	Sometimes	Often	Very Often
Do learners comprehend the assessment made?				√	
Do learners express their views equally in teams?		√			
Are teamwork members well organized?			√		
Are learners self-disciplined?		√			
Are learners liaising well in the team?			√		
Are learners aware of the consequences of the lesson?				√	
Are learners actively involved with other team members?			√		

In all these three classes that the researcher visited, learners were not behaving the same and they were not arranged the same. The study shows that in most classes the learners understood the assessment made.

SECTION C
This section covers the analysis and interpretation of data obtained from the Learners.
4.8   INTERVIEW OF LEARNERS

Is the class so conducive for teamwork?
Seven learners (63.6%) indicated that the class was conducive, while 4 learners (36.4%) indicated that the class was not conducive.

When the team encounters problems such as irritation with other members, how do you reach a conclusion?
Four (36.4%) learners indicated that there must be a division, 5 (45.5%) learners stated that they must be helped by their educator, 1 (9.1%) learner stated that the person should be asked

questions and 1 (9.1%) learner stated that each member must have his own role to avoid problems.

When the team is working exceptionally well, what do you think are the reasons for its success?

One (9.1%) learner stated that it is because team members are friendly, 1 (9.1%) learner stated that it is because they understand the topic, 8 (72.7%) learners stated that it is because their team cooperates well and 1(9.1%) learner stated that there is dedication within the team.

When you think that the team is working effectively, except for the fact that one of the members is not clearly pulling their weight, what will be the steps to partake?

Two (18.2%) learners stated that the member who is not clearly pulling his weight must be taken out of the team, 3 (27.3%) learners stated that he must be given a special task, 1 (9.1%) learner stated that he must be developed and 5 (45.5%) learners stated that the team must talk to him.

What do you do if there is a strong disagreement among team members?

If there is a strong disagreement among the team members, 1(9.1) learner stated that he will encourage the team members, 4 (36.4) learners stated that they will find the cause, 3 (27.3) learners stated that they will rearrange the team, 1(9.1) learner stated that he will calm down the team and 2 (18.2) learners stated that the teacher must assist the team.

What makes the team effective?

One (9.1%) learner stated that good arrangement makes the team effective, 6 (54.5%) learners stated that good participation makes the team effective, 1 (9.1%) learner stated that the leader should encourage the team and 3 (27.3%) learners stated that good cooperation makes the team effective.

What makes the team ineffective?

One (9.1%) learner stated that boring tasks makes the team ineffective, 7 (63.6%) learners stated that less engagement makes the team ineffective and 3 (27.3%) learners stated that misunderstanding makes the team ineffective.

Learner number 11 indicated that "lack of tables and chairs make teamwork difficult to organize and manage. She also complained that the educator fails to manage a crisis, but rather is able to

work with learners who are quiet and ready to cooperate". Leaner number 10 complains that "effective teamwork is not possible because classes are overcrowded and there are not enough desks and tables to work on".

What do you do when they are busy working in teams?

All learners stated that the educator should monitor team members when they are busy working in teams.

How is the arrangement of teams?

Nine (81.8%) learners stated that the team should mix learners according to their intellectual level, 1 (9.1%) learner stated that team member should be grouped according to intelligence and 1 (9.1%) learner stated that it is the duty of the educator to arrange the team.

4.9   CONCLUSION

The effectiveness of teamwork was analysed. When analysing data, the researcher discovered many aspects related to effective functioning of teamwork. Teamwork is only applied by some educators while others still practise traditional teaching methods. Lack of teaching materials and workshops are some of the challenges facing rural schools.

CHAPTER 5
DISCUSSION OF THE FINDINGS

5.1. INTRODUCTION

The previous chapter presented the findings of the study. This chapter presents an overview and summary of the results of the study. It further gives conclusions and recommendations. The chapter is designed as follows: First, the researcher gives an overview of the study which is followed by summary of the findings. Second, the researcher compares the findings with other studies elsewhere. Third, the researcher discusses the implications of the findings for practice and policy making. Lastly, the researcher provides recommendations and give concluding remarks.

5.2 AN OVERVIEW OF THE STUDY

Chapter one was about the background to the study, problem statement, aims of the study, and objectives of the study, the significance of the study, literature review, research methodology, and ethical consideration. Chapter two focuses on literature review covering the implementation of effective teamwork among secondary school learners at Luthuli Park Combined School. It is designed as follows: the definition of concepts, historical and geographical development of teamwork, the involvement of a team, schools of thought or models of teamwork, the importance of teamwork, reasons why teamwork is essential in schools, characteristics of effective teams, existing gaps and conclusion. Chapter three provides detailed information on the research methodology, design, sampling, data collection techniques, validity and reliability and the procedures used to collect data on how effective teamwork should be implemented in schools. Chapter four covers a summary of the statistics and responses gleaned from the questionnaires including a detailed analysis. A brief summary of the observation is also included which is followed by the interviews of learners. Data alone are not enough to give us information. Behaviour of learners during the lesson and an interview with the principal about the availability of school materials were also included in detail.

5.3   SUMMARY OF THE FINDINGS

The aim of this study was to explore and describe how learners implement teamwork as a teaching and learning strategy in Luthuli Park Combined schools, with particular reference to the Luthuli Park Combined School specifically. The major findings of this study sought to respond to the research question: How do learners grapple with the use of teamwork for effective teaching and learning in impoverished rural secondary schools? To answer this question, the study addressed four objectives:

1. To explore how learners implement teamwork for teaching and learning in their classrooms.

2. To identify and describe challenges experienced by learners in using teamwork as a teaching strategy.

3. To propose strategies for dealing with the challenges experienced in the use of teamwork as a teaching and learning strategy.

4. To find ways of using teamwork as an effective approach for teaching and learning.

The findings revealed that there were numerous factors at the school contributing to the Ineffectiveness of teamwork as captured in chapter four: These overall findings can be divided into three categories.

5.3.1   Main finding 1 (Interviews)

The study found that learners did not have a problem of implementing teamwork. But for some reason they found it difficult to implement it in their classrooms despite that teamwork provides educators with "a significant role in school decision making", "control over their work environment", and "opportunities to contribute to [a] range of professional roles" (Stott & Walker, 1999). Learners arrange themselves in different ways. They clearly indicated that there were various problems encountered in implementing teamwork such as: lack of learners' support learning materials and poor infrastructure which include desks and lack of classrooms, which lead to overcrowded classrooms. The educator who implemented teamwork had to walk around to all the teams monitoring their progress. So these overcrowded classrooms inhibited educators to move around freely. Furthermore, the absence of basic resources such as worksheets, charts, photocopy machine in the school compounded the educator's problem to encourage effective teamwork.

Learner number 6 suggested that the educator should intervene and tell them about the importance of collaboration.

5.3.2 Main finding 2 (Classroom observations)

The findings of the present study expand our understanding of what contributes to satisfaction of learners working together as a team. Lack of learner support materials compromised the use of teamwork quite significantly. The researcher observed that there are more classes and learning areas per educator, coupled with a lot of paper work such as learners' files, mark sheets, lesson plans and Tasks for each class and learning areas. The replacement and filling of the educator takes time and this affects learners because they might not adapt easily to the teaching style of the newly appointed educator who replaced the redeployed one. There is a lack of facilities and resources for them to perform at a level that will allow them to work together as a team. The school was not adequately equipped with enough learner support materials that are necessary to enhance teamwork. There was lack of discipline that creates a negative attitude in learners towards the educators, thus affecting the atmosphere that must be maintained to promote an undisrupted teamwork.

In some learning areas, learners arrange themselves while in some learning areas educators are the ones who arrange the learners. The size and the teaming strategy differ. Some teams are only arranged temporarily to work on a certain task, thereafter everyone works separately. Some educators do not consider the different skills of learners. There is a general lack of consistency in teamwork. As the adage puts it, united we stand, divided we fall. Educators are not skilful to encourage these learners who are not exercising teamwork in their day-to-day work.

There is a serious lack of classes in the school where we find an educator in charge of more than 100 learners. Almost all classes are overcrowded. This overcrowding makes teamwork in a classroom difficult as there will be disturbance. There are also some learning areas without educators to teach them. This, however, produces negative school climate which can decrease the morale of learners, leading to low quality classroom performance. The duration for teaching has also been extended to try to accommodate other learners who do not have classrooms. It is therefore difficult for learners to remain after school for discussion. They spend much of their time analyzing given projects and little time in actual implementation.

5.4.3 Main finding 3 (Questionnaires)

The study revealed that some learners are not aware of the importance of teamwork. There is poor interpersonal relationship amongst some learners. Yeo and Carter (2011) advocate that in an academic pursuit environment, be it individually-based or team-based learning environments,

learners need to be able to handle and manage their emotions intelligently for future social and emotional assessments. They are not so sure as to whom they should report to when they have a problem.

Some learners however indicated that they were ready to cooperate and work as a team, but the problem is that there are a few learners who do not listen to other people's suggestions. They were only worried about lack of space in the classroom as most of the classes were packed. They also complained about desks that they were fragile and likely to break when shifted. Most learners acknowledge the implementation of strategic teamwork that it will alleviate the problem of high failure rate in the school. Teamwork will keep most learners awake as they engage each other in communication.

Several criteria should be followed to decide the team composition. There are reasons to consider in order to decide the larger or smaller team. Among other things the type of project, the time frames in which the project has to be completed, and the physical space in which the team will have to operate should be considered. The learners should also determine how homogeneous or heterogeneous they want their teams to be. Intellectual interests, personal interest, behaviour and ethnicity should be considered. This study examined the challenges faced by secondary schools in the implementation of teamwork for teaching and learning. The tension between "holding on and letting go" (Macbeath, 2005) emerged strongly in this study and perhaps epitomizes the key complexity of the team running.

5.4   COMPARISON WITH OTHER STUDIES

Hye-Ryun et al. (2006) investigated the importance of team members' characteristics, particularly cognitive and demographic (age, tenure, and gender) on team effectiveness and which characteristics matter more in team activities. The result of the study showed that team effectiveness is more influenced by cognitive than demographic similarities. Judeh (2011) examined the effect of employee involvement on teamwork effectiveness. The study also aimed at examining the significant effect of employee empowerment on teamwork effectiveness. Findings indicated that both employee involvement and teamwork effectiveness were at a high to moderately high level score. Furthermore, the findings of the study revealed a significant effect of employee involvement on teamwork effectiveness. At the same time results indicated that there were no significant differences towards employee involvement due to gender or marital status, while participants significantly differed in terms of educational level.

In a study by Miles and Glynn (2002), which examined critical team leader behaviours that result in team member satisfaction, and to determine if there is a significant difference between the perceptions of team leaders and team members, team members' and leaders' perceptions did not differ significantly regarding open communication in the group. However, team members assessed their leaders' performance less favourably than the team leaders' assessment of themselves and were less satisfied with the team leaders' ability to resolve conflicts. The research results also suggested that effective training and development efforts may enhance team members' satisfaction.

Elmuti (1996) found that teams can increase productivity, efficiency and effectiveness, customer satisfaction, the quality of employee job satisfaction, and eventually lead to a competitive edge that lead to a greater market share.

5.4.1 Classroom observation

Mostafa, Mehran and Bijan (2010) found out that the Hofstede's studies about different cultural dimensions cannot explain the teamwork performance level of different countries. Rather, there are factors such as the work environment which affect the quality of teamwork. This is mainly because teamwork should be learned and can be enhanced through education and proper working environment.

Another study in University of Wollongong, Australia was carried out by Sykes, Moerman, Gibbons & Dean (2014) aimed to critically re-examine one widely held view that the purpose of learning teamwork in an undergraduate business degree is to equip students for the 'real world'. The findings highlight how the use of multiple models of teamwork, constructed by competing discourses and linked to the dualities and invocations constructed by 'the real world metaphor, further exacerbate confusion. The study suggests re-viewing and re-valuing student teamwork as the performance of situated, social practices opening new spaces for student teamwork, learning and pedagogical practice.

Moroney, Konz and Green (2008) report on the importance of providing team experiences to students taking three different courses. Teams from the first course were homogeneous because members knew each other from previous classes. Teams were formed in two ways: students could either form teams themselves or the teams were formed by the instructor. The teams

performed better in the former than in the latter case and it was found that each member's contribution to the final work output of the team satisfied the instructor. In the second course, students determined how they would be evaluated and they also evaluated the performance of team members. In the third course, teams carried out various exercises to foster bonding before embarking on specific tasks. It was observed that, at the end, team members knew themselves well and performance was highly rated.

5.4.2 Questionnaire

A study was conducted in 2013 by Tseng and Yeh in the USA about team members' perceptions of online teamwork learning experiences and building teamwork trust. The results indicated that students who enjoyed working in the group setting had a good relationship with their team members and they trusted their team members. Another study was conducted by Panteli and Tucker about power and trust in a global virtual team (2009), which found that in the high trust teams, power differentials do not disappear; rather, power shifts from one member to another throughout the life cycle of the project depending on the stage and its requirements.

The research findings show that Hofstede's cultural dimensions cannot justify the performance of Iranian teamworks' performance in general. This is mainly because teamwork should be learned and can be enhanced through education and proper working environment (Mostafa et al., 2010).

Past research on effective teamwork in healthcare has especially focused on identifying characteristics of effective teams and developing questionnaires for measuring team effectiveness in hospital care (Mickan & Rodger 2000, Heinemann & Zeiss 2002, Lemieux-Charles & McGuire 2006). Results suggest that important components of team effectiveness are job design, team design, interdependence, context and team process (Campion, Medsker & Higgs, 1993; Mickan & Rodger, 2000; Lemieux-Charles & McGuire, 2006; Leggat, 2007).

Al Ateibi (2007) conducted a survey that aimed at identifying the opinions of managers on using teamwork. The study was applied to managers at public security departments in the city of Alqasseem in Saudi Arabia. The study found that teamwork has been used in a moderate degree and the traits of working as a team at the public security were ranking order in the mean average as the following: facilitating, participating, cooperating, commitment, openness, flexibility, and sensitivity. The study also reveals that there was a positive correlation between the training on teamwork and managers' opinions for using teamwork.

5.5   IMPLICATIONS OF THIS STUDY

Teamwork among learners is one of the most challenging issues in schools. There are a number of factors that make effective teamwork difficult. These challenges are even more critical in rural school like Luthuli Parks Combined School (example: quality of leadership, participation, problem solving and decision making). Literature review reveals the importance of teamwork as it gathers a work group of individual experts by prescribing purposes, having communication, having cooperation, decision-making together and using knowledge and ability to work together in making work plans to accomplish the research. The practical implications emphasize the importance for members of an organization to be involved in the introductory part of new organizational development such as teamwork in order to have an influence on arrangement of teams and the interpretation of teamwork (Rolfsen, 2013).

5.5.1   Recommendations

In order to implement effective teamwork in schools, the following recommendations are made:
The researcher suggests the following recommendations:

- ❖ Necessary learning support materials such as desks, charts, scissors, magazines and newspapers should be available to enable effective teamwork to take place.
- ❖ All textbooks used should be relevant and should correspond with pace setter. An educator should have guideline books.
- ❖ Parents of the learners should avail themselves to schools when they are needed.
- ❖ The Department of Education should provide enough workshops for educators.
- ❖ Underperforming learners should be attended to and if there is a need, educational psychologists should be consulted for help.

5.5.2   Implications in favour of learners

Learners should really establish a true team approach. Their teamwork should have the necessary expertise and work together maturely. It would be simplistic to infer that these two forces — the ability to trust team members and the sense of accountability — exist in inverse proportion to each other (Van der Mescht & Tyala, 2008). They must listen to each other effectively. In order for the team to accomplish a specific goal, its members must join hands to achieve the set goal. All members must be committed to accomplish the expectation and the mission of the team. We expect the skills of the team to grow. Teamwork is not just putting the

learners in groups, but rather requires some basic knowledge of best practice example; they need to be structured accordingly and there must be a leader in every team. Learners working in a team can be organized together in class to attend a problem or join each other on preparation for a test. Keeping focused on the objective can help a team to avoid the individualism that frequently delays its work.

Learners should not be allowed to choose their teammates because they will select their relatives, neighbours or friends. Learners should get the opportunity of working with people whom they are not familiar with. Different learning styles including the skills should be considered in teamwork. The issue of homogeneous or heterogeneous teams should be considered in a team. It is a good idea to mix both genders.

5.6   CONCLUSIONS

This study investigated how learners grapple with the use of teamwork for effective teaching and learning in impoverished Luthuli Park School with the aim of implementing effective teamwork among the learners of the school. It is evident from the literature review and the responses that the interviewees gave that effective teamwork approach could improve the performance of the school. The literature review revealed that the fundamental principle of good performance is the implementation of effective teamwork among learners. All learners should understand strategies needed to structure a team. The literature review further goes on to indicate that no one is as excellent as all of us.

It is vital, however, that educators and even the principal should be involved in the implementation of effective teamwork among the learners. The Department of Education in the provincial education summit, which was held on 29 August 2011 indicated that schools should be transformed to a better way where educators are focused to better assessment practices (Department of Basic Education, 2011). The purpose of the Annual National Assessment is to make a decisive contribution towards better learning in schools (Department of Basic Education, 2011).

The researcher revealed that some educators still use the traditional way of teaching. Other aspects that hamper effective teamwork are as follows:

❖ Overcrowding in the classroom
❖ Lack of professional support from the educators
❖ Poor cooperation among learners

❖ Lack of learner support materials

It is the responsibility of the Department of Basic Education, educators and the principal to ensure that this implementation strategy is effective. That intervention will transform schools into places of effective teaching and learning.

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APPENDICES
APPENDIX 1(a): LETTER TO THE DEPARTMENT OF EDUCATION

P. O. Box 1883

Seshego

0742

19 January 2015

The Head of Department

Department of Education

Private bag x 9489

Polokwane

0700

Dear Sir,

RE: APPLICATION FOR PERMISSION TO CONDUCT SCHOOL RESEARCH

I am hereby applying for permission to conduct academic research at Luthuli Park Combined School under Capricorn district at Polokwane Circuit.

I am a Master's of Education student at the University of Limpopo. I am also working as an educator at Luthuli Park Combined School. I am undertaking a study entitled: The Implementation of an Effective Teamwork in Rural Schools: The Case of Luthuli Park Combined School. The aim of this study is to describe how educators and learners grapple with the use of teamwork for effective teaching and learning in impoverished rural secondary schools. Policy makers may benefit from the results of this study as they grapple with issues such as poor learning strategies.

The research problem will be investigated by using both quantitative and qualitative research approaches. I will conduct a classroom observation as a non-participant observer. I will also administer teamwork questionnaires from grade 8 to 10 learners. I will also interview 11 learners. I will make it sure that the whole process does not disturb the smooth running of the school.

I would be grateful if you could e-mail your respond to patrickmamas@yahoo.com.

I trust that this will be given your kind consideration and time.

Kind regards

Mamabolo P.R

APPENDIX 1(b): LETTER FROM THE DEPARTMENT OF EDUCATION

LIMPOPO
PROVINCIAL GOVERNMENT
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF
EDUCATION
CAPRICORN POLOKWANE DISTRICT

Private Bag X 9711
POLOKWANE
0700
Tel: 015 285 7300
Fax: 015 285 7499

Enq	:	Mphaphuli AJ
Tel No.:		015 285 7410
Email	:	MphaphuliAJ@edu.limpopo.gov.za
Date:		09 December 2015

To : **Mamabolo P.R**
University of Limpopo
Department of Educational Studies

SUBJECT: APPLICATION TO CONDUCT RESEARCH. MASTERS OF EDUCATION.

Title: The implementation of effective teamwork in rural schools: The case of Lethuli Park Combined School.

1. The about matter refers.
2. The Department wishes to inform you that your request to conduct a research has been approved.
3. The following conditions should be considered
   3.1 The research should not have any financial implication for Limpopo Department of Education.
   3.2 Arrangements should be made with both the circuit offices and school concerned.
   3.3 The conduct of research should not anyhow disrupt the academic programs at schools.
   3.4 The research should not be conducted during the time examinations especially the fourth term.

Cnr Blaauwberg & Yster Street, Ladanna

"We Belong, We Care, We Serve"

3.4 The research should not be conducted during the time examinations especially the fourth term.
3.5 During the study , the research ethics should be practiced, in particular the principle voluntary participation (the people involved should be respected)
3.6 Upon completion of research study, the researcher shall share the final product of the research with Department.
4. Furthermore you are expected to produce this letter at schools/offices where you intend conduct your research as evidence that you are permitted to conduct the research.
5. The department appreciates the contribution that you wish to make and wish you success in your research.

Best wishes

MR MOTHEMANE KD
ACTING DISTRICT SENIOR MANAGER

8/12/205
DATE

APPENDIX 1 (c) LETTER TO THE PRINCIPAL

<div align="right">

P. O. Box 1883

Seshego

0742

19 January 2014

</div>

The Principal

Luthuli Park Combined School

Private bag 5950

Polokwane

0750

Dear Sir,

RE: PERMISSION TO CONDUCT ACADEMIN RESEARCH

I am a Master's of Education student at the University of Limpopo. I am also working as an educator at Luthuli Park Combined School. I am undertaking a study entitled: The Implementation of an Effective Teamwork in Rural Schools: The Case of Luthuli Park Combined School.

The aim of the study is to describe how educators and learners grapple with the use of teamwork for effective teaching and learning in impoverished rural secondary schools. Policy makers may benefit from the results of this study as they grapple with issues such as poor learning strategies. The study will help educators who are daily confronted with the challenges of implementing effective teamwork as a learning strategy.

The Department of Education has granted permission to conduct the research and the letter to this effect is attached.

Your school has been conveniently selected as part of the sample school to be polled. It would be greatly appreciated if the selected grade participates in the research. The research problem will be investigated using both quantitative and qualitative approaches.

I undertake to ensure strict confidentiality with the information collected and all the participants will remain anonymous. A copy of the report will be made available to the Department of Education and made available to the school on request.

I trust that this will be given your consideration and time.

Kind regards

_____

P. R. Mamabolo

APPENDIX 2: CONSENT FORMS

APPENDIX 2(a): A CONSENT FORM TO THE PRINCIPAL

Informed consent/ Assent form

Project title:

The Implementation of Effective Teamwork in Rural Schools: The Case of Luthuli Park
Combined School

Investigator:

P.R. Mamabolo

Date:

11 March 2014

I hereby:

☐ Agree that our learners may participate in the above research project.

I have read the research information sheet pertaining to this research project and understand the
nature of research and my role in it. I have had the opportunity to ask questions about this study
and to receive additional details I requested. I understand that learners may withdraw from the
study at any time.

☐ Please allow me to review the report prior to publication.

Name: _____

Contact number: _____

Email address: _____

Signature: _____

If applicable:

☐I consent/assent to audio recording of the participant's contribution

☐I consent/assent to video recording of the participants's contribution

Signature: _____

APPENDIX 2(b): A CONSENT FORM TO THE EDUCATOR

Informed consent/ Assent form

Project title:

The Implementation of Effective Teamwork in Rural Schools: The Case of Luthuli Park Combined School

Investigator:

P.R. Mamabolo

Date:

11 March 2014

I hereby:

☐ Agree that my learners may be involved in the above research project as a participant.

I have read the research information sheet pertaining to this research project and understand the nature of research and my role in it. I have had the opportunity to ask questions about this study and to receive additional details I requested. I understand that learners may withdraw from the study at any time.

☐ Please allow me to review the report prior to publication.

Name: _____

Contact number: _____

Email address: _____

Signature: _____

If applicable:

☐ I consent/assent to audio recording of the participant's contribution.

☐ I consent/assent to video recording of the participant's contribution.

Signature: _____

INTERVIEW QUESTIONS FOR THE LEARNERS

APPENDIX 3: INTERVIEW QUESTIONS

Gender: _____

Grade: _____

1. Is the class conducive for teamwork?
2. When the team encounters a problem, such as irritation with other members, how do you reach a good resolution?
3. When the team is working exceptionally well, what do you are the reasons for its success?
4. When you feel that a team is working effectively, except for the fact that one member is clearly not pulling their weight, what steps do you partake?
5. What can you do if there is a strong disagreement among team members?
6. What makes the team effective?
7. What makes the team ineffective?
8. What do you do when learners are busy working in a team?
9. How do you arrange the learners in teams?

    Thank you for your cooperation.

APPENDIX 4: CLASSROOM OBSERVATION SCHEDULE

LEARNERS' BEHAVIOUR DURING THE LESSON

The researcher during the observation ticked one of the five point scale that correspond with the behaviour of learners during the lesson.

Date: _____

Grade: _____

Duration: _____

School: _____

LEARNER'S BEHAVIOUR	Not at all	Rarely	Sometimes	Often	Very Often
Do learners comprehend the assessment made?					
Do learners express their views equally in teams?					
Are teamwork members well organised?					
Are learners self-disciplined?					
Are learners liaising well in the team?					
Are learners aware of the consequences of the lesson?					
Are learners actively involved with other team members?					

APPENDIX 5: QUESTIONNAIRES FOR LEARNERS

Teamwork questionnaire. Indicate by making a cross (X)

Male	
Female	
Grade 9	
Grade 10	
Grade 11	
Age	

2.2 If YES indicate by making a cross (X) in the appropriate block whether the following are found in your team.

	YES	NO
2.2.1 Is the atmosphere relaxed and comfortable?		
2.2.2 Do learners listen to each other's suggestions?		
2.2.3 There is a general agreement on most decisions.		
2.2.4 Disagreements are tolerated and an attempt is made to resolve them.		
2.2.5 The team's discussions are frequent and usually pertinent to the task at hand.		
2.2.6 The team welcomes criticisms from outside people.		
2.2.7 There is a high degree of trust and confidence in the team.		
2.2.8 The team members work hard to help the team achieve its goals.		
2.2.9 There is a co-operative rather than a competitive relationship amongst team members.		
2.2.10 Team members understand what they are trying to accomplish.		
2.2.11 When the team takes action, clear assignments are made and accepted.		
2.2.12 The team goals are set high but not so high as to create.		
2.2.13 The leader and members hold a high opinion of the group's capabilities.		
2.2.14 Creativity is stimulated within the group.		
2.2.15 People are kept busy but not overloaded.		
2.2.16 The leader of the team is well suited for the job.		
2.2.17 The members rotate in leading the team.		
2.2.18 The school management chooses the leader.		
2.2.19 The team refers all team challenges to the school management.		

Thank you for your cooperation in completing this questionnaire.