

**DEPARTMENTAL HEADS' PERSPECTIVE ON COLLABORATIVE STRATEGIES
TO ENHANCE TEAMWORK IN SECONDARY SCHOOLS AT NKETOANA
DISTRICT**

By

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DECLARATION

I, Koloti Machogoane Sanah declare that the master's research dissertation, **COLLABORATIVE STRATEGIES TO ENHANCE TEAMWORK IN SECONDARY SCHOOLS**, which I herewith submit for the master's degree qualification in Leadership and Management at the University of the Free State is my independent work, and I have not yet submitted it for a qualification at another university.



Koloti Machogoane Sanah

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ABSTRACT

There are many situations in a school environment that need to be viewed to form effective teamwork at school. The literature confirms that teamwork is an important tool in any organisation, such as schools, which should practice teamwork to achieve the vision and goals they have set to be functional. Collaborative strategies should, therefore, be in place to ensure that teamwork is effective. Therefore, managers and leaders in schools, especially Departmental Heads, are entrusted with ensuring that collaborative teamwork is practiced effectively in schools for improved learner academic success. However, teamwork in schools still proves to be a challenging concept. Lack of teamwork in schools is believed to be one of the factors that are detrimental to the success and efficiency of the core business of schools, which is teaching and learning. This study aimed to explore collaborative strategies that can enhance teamwork in secondary schools. The study was grounded by the collaborative theory used as a lens for the study. The study employed a qualitative research approach to gather data through a case study research design. Semi-structured interviews, document analysis, and focus group discussions were adopted as data collection instruments. Purposive sampling was employed to sample 12 Departmental Heads (DH) from three schools in one Department of Education district in the Free State Province. Content analysis was used to analyse data where four themes emerged from the perceptions and expressions of the participants. The findings revealed that collaborative strategies are a tool that can assist in enhancing teamwork in secondary schools. The findings further revealed that Departmental Heads implement various collaborative strategies such as class subject meetings, school twinning, analysing and accounting for the results together, team planning and teaching, team marking, and parental involvement, to enhance teamwork in secondary schools. However, the findings also revealed that the DHs do experience some challenges with the collaborative strategies they employ to enhance teamwork but find ways to mitigate the challenges. The study, therefore, recommends that every stakeholder in schools play a role in ensuring that more effective collaborative strategies to enhance teamwork are implemented in schools.

Keywords: Teamwork, Secondary Schools, Departmental Heads, Collaborative Strategy

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LIST OF ABBREVIATIONS

CT	Collaborative Theory
DH	Departmental Head
DoE	Department of Education
EEA	Educator's Employment Act
ELRC	Education Labour Relations Council
NTA	National Teachers Awards.
RCL	Representative Council of Learners
SA	South Africa
SASAMS	South African School's Administrative Management System
SBST	School-Based-Support Team
SGB	School Governing Body
SMT	School Management Team
STEM	Sciences, Technology, Engineering, and Mathematics
UK	United Kingdom

CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 INTRODUCTION AND BACKGROUND

“I can do things you cannot, you can do things I cannot; together we can do great things” – Mother Teresa (1971)

Collaboration is a word that has been globally used for many reasons on many occasions and events. Griffiths et al. (2021) define collaboration as working together interchanging ideas and strategies among individuals with differing experiences, knowledge, and skills. According to Salas et al. (2014), collaboration is when two or more teachers interact dynamically, interdependently, and adaptively towards a common and valued mission, so they achieved the set goals. Collaboration is advocated as one of the leadership practices that can contribute to “collective efficacy, which is teachers’ collective belief that together they can make a difference in student learning” (Halley and Barbour 2019:107). Avalos-Bevan et al. (2022) describe collaboration according to its aim, the broader purpose such as working together in a team to assist children at school to grow.

Collaborative strategies are used globally because of their benefits to society and specifically to a school at large. Avalos-Bevan (2022) mentions that in a schooling context, meetings are held to discuss learners’ problems, administrative matters, and pedagogical issues collaboratively. In addition, teachers meet to discuss a project, analysis of standardised test results and interact about pedagogy matters. By so doing colleagues are willing to open-up and interact with other colleagues. Furthermore, teachers reduce isolation, provide a ground for collaboration, and allow teachers to extend their teaching capabilities to others. There is mutual trust and willingness to engage in open communication (Ilomaki and Lakkala 2018). Teamwork has largely improved the education system (Ilomaki et al. 2018). Policy-based and societal goals in education are met with teamwork which leads to a fundamental transformation in the school’s systems (Ilomaki et al. 2018). However, this teamwork and effective collaboration need communication and problem-solving skills as tools to transfer information both orally and in writing (Rachmatullah et al. 2020).

Departmental Heads (DHs) play a pivotal role in ensuring effective and efficient

teaching and learning in schools as they are leaders of curriculum (Republic of South Africa 1999). As custodians of operative schooling, globally, DHs employ various collaborative strategies to enhance teamwork and ensure efficacy in learner performance and growth in schools (Naidoo 2019). Mitchell et al. (2020:733) define collaborative strategies as “ideas in a shared-creation process” where teachers are working together continuously. According to Kalir (2020:1), collaborative strategies are interchangeably termed “district educational practices” aimed at promoting successful teamwork. Aucoin and Berger (2021) highlighted five points that are used as collaborative strategies by DHs and school leaders at large, namely, shared planning, frequent communication, shared vision, mutual respect, and joint trust. Fang et al. (2021) emphasised the better part of collaboration at the school level by stating that teachers share good experiences and strategies and students receive a more interesting curriculum from both teachers. They further outline that their cognitive level is improved as well by the content received.

Across various countries in Europe, Colibaba et al. (2019) mention that DHs are leading curriculum programmes in which teachers give practical assessments to students. In the programmes, both teachers and learners implement the curriculum programmes and the programme requires the involvement of DHs, the teachers, and the learners. The curriculum programmes involved experienced teachers sharing their expertise, combining their work-related matters, and introducing children to a working environment leading to learners learning by doing. According to Sundqvist (2021), DHs use programmes for inclusive education to assist learners who are classified by teachers as learners at risk. These learners get assistance from schoolteachers as well as other stakeholders outside the school premises. Collaboratively, they assist learners who are struggling socially, physically and emotionally. Slater et al. (2010) highlighted that communication is an important tool for collaboration and that parents should be involved with the call of the teachers.

In the UK, according to Humle et al. (2021), DHs, also known as Head Teachers, act as mediators and negotiators between schools and external partners on any sponsors or external messages that may be developmental and assisting their schools. The mediation strategy assists in promoting teamwork between DHs and teachers in schools as they together identify areas that need assistance or improvement (van der Meer 2022). The good approach of mediation and collaboration assisted with learning

loss during the Covid-19 pandemic, as DHs and teachers were actively involved in assisting those who were affected by giving resources and learning material (Naidoo 2019). However, Lopez-Torres et al. (2021) highlight that one challenge the UK is faced with on collaborative strategies used by DH to enhance teamwork is being viewed under the competition umbrella rather than the assistance approach. This has resulted in the approach of collaborative strategies being observed in lower efficiency because teachers are working in isolation and not sharing information with other teachers (Torres et al., 2021). According to Zeng and Day (2019:1) collaboration taking place at school is viewed as not benefiting both learners and teachers, as “teachers put more focus on themselves than on their relations”.

Collaborative strategies used by DHs in Asia include workshops for a developmental function that is not oriented to the material aspects, but to empowerment (Winarni et al. 2019). The schools in Asia, South Korea, Indonesia as well as China use collaborative strategies to empower both teachers and learners holistically. Copriady et al. (2018) articulate that DHs assist colleagues who want to improve their content knowledge in the form of a developmental session (workshop). According to Sammuut (2020), DHs implement a culture of learning together with the teachers as a collaborative strategy. As a result, the culture of learning being introduced at school promotes good relations and communication (Helleve et al. 2022). Helleve et al. (2022) add that learning together eliminates conflict, bullying and an environment dominated by unwanted behaviour in class. Furthermore, in Asia, another strategy of collaboration by DHs is the incorporation of external companies to assist the school, however, companies are looking for business gain and end up marketing themselves instead of assisting the schools in need (Vuorikari et al. 2011).

In the United States of America, Mexico, and Canada in North America, collaborative strategies catalyse restructuring schools, confirming identities of individuals and cultures and “responding to diversity in order to improve learning opportunities” (Risko and Bromley 2001:9). According to Reardon and Learnard (2018), DHs and teachers use collaborative strategies in schools to optimally nurture the intellectual growth of children. Zavaha et al. (2022) mention that collaborative strategies are implemented to assist with communication, role perception, and conflict resolution among all stakeholders. The DHs communicate more often with the teachers to give them job descriptions and to solve some challenges experienced (Republic of South Africa

1999).

According to Spires et al. (2022), in some American schools, the DHs use cross-school collaboration as a strategy to support teachers with content knowledge and motivation. This approach of collaborative strategy is more helpful to teachers as well as learners. Himes et al. (2022) add that partnerships and relations are built easily when two schools or two teachers from different schools are teaching (Pettersson and Stroom 2019). In addition, class teachers appreciate the support given to them by special teachers at the same school and this collaboration boost nurtures their professional development as well as mutual problem-solving.

Various countries in Africa such as Kenya are also involved in the trend of implementing collaborative strategies to enhance teamwork in schools. For example, DHs in Kenya work together with teachers from different schools in identifying the challenges teachers face and finding ways to solve them collaboratively (Kiru 2018). Such fellowship promotes quality education as DHs and teachers generously and uniformly invest in both collaboration and benchmarking in order to boost academic performance in schools (Amunga 2020). Kiru (2018) further elaborates that this collaborative strategy implemented by DHs in Kenyan schools is an effective network for teaching and learning as the mentorship approach improves quality performance in schools. However, limited collaborative resources are a challenge in Kenya, as a result, there are some difficulties in schools working together using the same resources (McCowan 2018).

According to Bidandi et al. (2022), in South Africa, DHs are partnering with other stakeholders, these includes Learners Representative Council, parents, community, administrative staff, School Governing Body (SGB), teachers and corporative entities for knowledge transfer and sharing of skills from individuals and teams. The positive result of partnering with schools is that teachers share content for schools to perform effectively in the 21st century (Mercer et al. 2018). Kgomotlokoa (2020) further concurs that this collaboration bears a positive impact on technology in schools as it also promotes e-learning. One example as identified by Ogegbo et al. (2019) is the use of lesson study to enhance professional teaching strategies, networking skills, lesson plan writing, classroom management, self-efficacy, and positive attitude teaching. Adewemi and Mosito (2019) state that DHs together with the teachers

expand the collaboration further to form partnerships even with parents in the children's learning. Jojo (2019) supports parental involvement because knowledge, skills, values and attitude can be distributed in society by teachers to shape our learners and their performance by being together.

Abo-Shabana et al. (2018) mentioned that some schools in South Africa use entrepreneurship education as a strategy to bring good results. This approach has a good impact on both teachers and learners to effectively work together. Learners get to interact with learners of another school. (Abo-Shabana et al. 2018). Some teachers are even being paid for partnering with other schools (Panner 2021) and (Moor and Vining 2019).

However, in South Africa (SA), some challenges prevent collaboration from being implemented effectively in schools, such as lack of time from teachers and learners and lack of institutional support from other stakeholders and instructional material (Raviv 2021). Bantwini (2019) further identifies that there are challenges including inconsistency and lack of formality.

In addition, Baraka et al. (2020) argue that the problem in SA with collaboration in education is reforms, and not results. Reforms which are systematic change made to amend education legislation, standards, methodology and policies affecting education and not the outcome of education leading to social returns in society's health, wealth, and wellbeing. According to Herrera and Caballes (2022), classroom management, training resources, technical skills and communication occurred as negative factors that hindered collaborative teamwork between teachers and DH during Covid-19. Nevertheless, literature attests to the importance of collaborative strategies in schools that enhance teamwork to ensure effectiveness, efficacy, and efficiency in the implementation of curriculum and optimal support for each stakeholder. In correspondence, Amunga (2020) states that collaborative strategy boosts the academic performance of learners. The study, therefore, investigated the collaborative strategies used by DHs to enhance teamwork at Nketoana District secondary schools in the Free State Province.

1.1 PROBLEM STATEMENT

Collaborative strategies are used globally because of their benefits to society,

specifically to schools. Avalos-Bevan (2022) mentions that in a schooling context, meetings are held to ensure the sustainability of effective and efficient teamwork. Departmental Heads (DHs) play a pivotal role in ensuring effective and efficient teaching and learning in schools as they are leaders of curriculum (Republic of South Africa 1999). As custodians of operative schooling, globally, DHs are expected to employ various collaborative strategies to enhance teamwork and ensure efficacy in learner performance and growth in schools (Naidoo 2019). However, in South Africa (SA), some challenges prevent collaboration from being implemented effectively. Bantwini (2019) further identifies that there are challenges including inconsistency and lack of formality. Nevertheless, literature shows how teamwork ensures effectiveness, efficacy, and efficiency in the implementation of curriculum and optimal support for each stakeholder. In correspondence, Amunga (2020) states that effective collaborative strategies boost the academic performance of learners. The study, therefore, investigated the collaborative strategies used by DHs to enhance teamwork in secondary schools in one district of the Free State Province.

1.1.1 Main Research Question

This study seeks to respond to the following research question:

What are collaborative strategies which can be used to enhance teamwork in secondary schools?

1.1.2 Sub-research Questions

The following sub-questions will assist me to respond to the main question. The sub-questions are structured in a way that will be generating data from participants to respond to the main research question.

- What are the experiences of DHs on working as a team with teachers in schools?
- What collaborative strategies do DHs use to enhance teamwork in secondary schools?
- What are the challenges DHs experience when implementing collaborative strategies to enhance teamwork in secondary schools?
- How can these challenges experienced by DHs in implementing collaborative strategies to Enhance Teamwork in secondary schools be mitigated?

1.1.3 Aims and Objectives

The aim of this study is to explore collaborative strategies which can be used to enhance teamwork in secondary schools.

The following are the objectives of the study:

- To explore DHs' experiences in working with the teachers in schools.
- To identify collaborative strategies DHs use to enhance teamwork in secondary schools.
- To explore challenges DHs experience when implementing collaborative strategies to enhance teamwork in secondary schools.
- To examine how these challenges experienced by DHs on collaborative strategies to enhance teamwork in secondary can be mitigated.

1.2 VALUE OF THE STUDY

The study might be of value to various stakeholders in the education system. The findings from the data collected might enable Departmental Heads, schools and Department of Education at large to strengthen the various departments for the various streams in school through the use of collaborative strategies to enhance teamwork. Various strategies shared in this study might assist DHs and teachers with various ways of mitigating challenges they come across when implementing collaborative strategies to ensure effective teamwork in secondary schools.

1.3 DEFINITION OF TERMS

This part of the study gives a view and definitions of the key words used in the study.

1.3.1 Teamwork

Schumtz et al. (2017) define it as a process that describes the interaction between people who add up resources to solve a specific problem. According to Sanyal and Hisam (2018), teamwork is an essential occupational skill that is necessary to achieve the goal of the organization and enhance the performance of the workers. In this study, teamwork will be observed as to whether DHs and teachers are using it effectively or not. If they are using teamwork, is it making the impact in a school or individuals? Furthermore, the HDs will deal with challenges experienced when teamwork is implemented.

1.3.2 Collaborative Strategies

According to Levrai and Bolster (2019), collaboration is a collective word where members of one group lend their respective strengths to a collective effort. Apostolakis (2007) portrays collaborative strategy as a plan, direction, or course of action into the future with patterns that can offer consistency in organisational behaviour and provide continuity. Collaborative strategies use an action plan of their own which includes time frame, error, responsibility, and intervention (Hallemeier 2021).

1.3.3 Teachers

Sahito and Vaisanen (2017) define teachers as the key facilitators of knowledge who play an important role in building the nation's future.

1.3.4 Departmental Head

Departmental Heads (HDs) are teachers who are doing the same duties as other teachers with added responsibilities of managing and controlling the curriculum, working together with the principal to develop and implement the curriculum in planning, organising, leading, and controlling the work of teachers and learners (Maingi 2011). The DHs plan the timetable, departmental plan, the programme of assessment and organise files and subject books (Simin et al. 2014).

1.4 LIMITATIONS OF THE STUDY

The study is limited to only three secondary schools in a small area of Reitz in Nketoana Municipality. It is accepted that other schools may have the same problem of teamwork and might solve them in their way. Only 12 participants were interviewed, and their documents were analysed; therefore, it is advisable not to generalise the information and findings of this research.

1.5 LAYOUT OF THE CHAPTERS

The study consists of five chapters as follows:

Chapter 1: Introduction and Background: This chapter outlined the background of collaborative strategies used to enhance teamwork in secondary schools.

Chapter 2: Literature Review and Theoretical Framework: This chapter outlines the

theoretical framework of collaborative theory and the literature's view on collaborative strategies to enhance teamwork in secondary schools.

Chapter 3: Research Methodology and Research Design: This chapter outlines the methodology of this qualitative research and case study as a research design.

Chapter 4: Data Collection, Data Interpretation, and Data Analysis: This chapter outlines the data collection from the semi-structured and focused group interviews, interpretivism as the paradigm and the content analysis of the collaborative strategies used to enhance teamwork in secondary schools.

Chapter 5: Findings, Recommendations, and Conclusion: This chapter outlines the findings and recommendations of collaborative strategies and the conclusion.

1.6 ETHICAL CONSIDERATIONS

The study was guided by the ethical policy of the University of the Free State. In applying for ethical clearance, I made sure that I always protected my participants or co-researchers. The information given was also protected. Participants remained anonymous throughout the process. Letters were sent to schools requesting a meeting or briefing. Letters of acceptance were received, and the participants were informed that their information would not be used against them or be known by others. They also signed consent forms that allowed me to interview them as participants.

1.7.1 TRIANGULATION

Triangulation is the method used to increase the credibility and validity of the research findings. In order words this is a method of quality assurance and truthfulness. This is the method where we assure the reader about the study and the findings. This is the method that will make sense to the reader about everything in the study. This method is divided into four types: a) Data triangulation b) investigator's triangulation c) theory triangulation d) methodology triangulation:

- **Data triangulation**

The focus here is time, space, period and people which are not items of data collection ongoing items throughout the study. In this study focus was on the subjectivity of data in the study. Data generation will also be looked after to check its quality.

- **investigator's triangulation**

The focus here is on the use of many researchers. Fosch, Ness and Fosch 2018: 22 indicated that if the study has special investigators like students/graduates those co-researchers will have an impact in the study.

- **Theory triangulation**

Focus here will be on the theoretical schemes used in the study to enable the interpretation phenomenon. is to let the raw data speak to the researcher to ascertain a new theory. Fosch, Ness and Fosch 2018: 22 mentioned that one other focus in this triangulation is to allow the unprocessed data to guide the researcher in developing a new theory if needs ne.

- **Methodology triangulation**

Focus here will be on data collection used in the study, was it effective or not. In between-method triangulation uses the strengths of each to balance out their shortcomings.

1.7.2 ETHICAL PROCEDURE

Research studies should take ethics into account since they help us understand what is morally right and wrong and what is good and bad. The purpose of ethics is to safeguard people from potential harm from researchers. The purpose of ethics is to safeguard people from potential harm from researchers. Therefore, decisions about what constitutes an ethical action are made after weighing a variety of factors in the unique, complex social and political contexts in which we conduct research. Frequently, sets of principles are established to protect the rights of research participants and to direct the researcher's actions in the field.

In this study ethical consideration was requested from the Department of Education in Bloemfontein to conduct the research in those schools. The process was not easy because to obtain that letter you under a lot of questions and supporting documents are required. Even at school it was the same hardship process. The principal would question you and ask for consent form and ask the copy of the study and reason why specifically that school was chosen. Those hard experiences made me reflect that obtaining ethical approval is not always a straightforward process, instead it requires some modifications along the study period.

Data will be stored in encrypted devices and password Individuals participating in a research have a reasonable expectation that they will learn about the study's purpose and have the option of participating or not. The term "informed consent" refers to such an ethical standard. Informed consent means that the research subjects have the right to be aware that they are being studied, to understand the nature of the study, and to withdraw from it at any time. Deception is only acceptable if it is thought that the discomfort will go away on its own or will be eliminated by a debriefing process after the study. This implies that persons being observed or interviewed should consent after being fully informed of the study's goals and any potential negative effects of their participation.

For the purpose of cross checking in data analysis, the transcripts were shared with qualitative research through password protected email. The information storage on my personal laptop, hard disk and memory sticks were protected by using passwords that were only held by me. Hard copies or written materials of the data were kept in a secured cabinet in a locked room with no access to others to ensure adherence to legal requirements and ethical guidelines. Both written and electronic data from this study will be stored for five years. However, the interview recordings will be disposed once they are no longer needed and a while after the study has been approved. Participants taking were informed about this ethical consideration.

1.8 CONCLUSION

The chapter focused on the background of the study on how to enhance teamwork in secondary schools. Overall view is that collaboration is broad; it is experienced in many different continents and countries like Asia, Africa, North America and United States and South Africa amongst others. However, there are different skills which are transferred for an example communication. Communication was viewed as an important part in collaboration because DHs and teacher use it more often for its benefits. Research questions were also stated, and sub-questions formulated. Teamwork, teachers, departmental head and collaborative strategies were highlighted as the key words in the study. Therefore, the study is limited to one municipality of Nketoane having 3 secondary schools in one of its town. Five chapters are to be followed in this study. University of the Free State gave out ethical clearance number to protect the participants. The next chapter focuses on the theoretical framework of collaborative theory with its significant and themes. The next part of it is the general literature review using the research sub-questions.

CHAPTER 2: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 INTRODUCTION

The previous chapter highlighted the research question together with the sub-questions. It also indicated the ethical considerations and the value as well as the limitations of the study. Introduction and background of collaborative strategies to enhance teamwork in secondary schools was explained thoroughly. This chapter comprises two sections. Section A outlines the collaborative theory, which was the theoretical framework that served as the lens of the study. Section B is a review of the literature as a wider scope on collaborative strategies employed by DHs to enhance teamwork in secondary schools.

2.2 SECTION A: THEORETICAL FRAMEWORK

The study was grounded in collaborative theory. The sections below elaborate on the theory and its relation to the study.

2.2.1 Historical Background of Collaborative Theory

The collaborative theory was derived from a grounded theory that was meant to increase team spirit in the workplace (Colbry et al. 2014). It was developed in 2014 by three scholars from the United States of America namely, Colbry, Hurwitz and Adair (2014), with the idea of formulating effective practices between leadership and fellowship. Kuperman (1981) narrates that CT was developed from a farmer's exercise, where a group of students were given cards that had components of a farm written on them. Some cards had written information about a farmhouse, farm animals, or what the farm produces (Kuperman 1981). The farmer wanted the individuals to meet and discuss their cards and how they related to one another (Colbry et al. 2014). Two categories were formulated from the discussions, 'individual first' and 'team first' categories, each with its own themes.

Roselli (2016) defines collaborative theory as a collective and joint plan to assist in solving any problem that people are faced with. According to Organista (2019), this theory consists of the various activities that promote learning through social interaction. Various interactive activities are emphasised by the Australian Research Alliance for Children and Youth (2013), as central to the way we work, deliver services,

and produce innovations. Osterholt and Barratt (2012) view these interactive activities as a collective mechanism to help students with their social and emotional differences. Child and Shaw (2015), specify that 21st-century activities are more technology related; hence, there is a need for collaboration in the workplace.

2.2.2 Principles of Collaborative Theory

The principles of CT are categorised into individual first and team first categories with different themes for each category (Colby et al. 2014). Starting with team first, the category has the following three themes: CT influences others, CT organises work and CT builds team cohesion, which are discussed in detail below.

2.2.2.1 CT influences others

Dellaert and Davydov (2017:1) define the word “influence” as a Latin word that means “to flow into” and is “the ability of a person or leader to shape or to transform the opinions and behaviours of other people without necessarily having a formal authority over them”. According to Fisher (2013), influence is the phenomenon of changing someone’s mind. Influencing other can be a form of a collaborative strategy because an influencer needs to win the heart of his followers so that they follow suit.

Influence and leadership go hand in hand (Sharma and Jain 2013). Black (2014) listed three ways of influencing people which are negative, neutral and positive life changing. Negative influence is the ability to affect others’ beliefs, knowledge, or options adversely. A positive influence affects attitudes (Esra and Sevilen 2021). A life-changing influencer often dedicates their whole life to helping people and is not afraid to make personal sacrifices (Tytarenko et al. 2021).

According to Dellaert and Davydov (2017), leaders can influence the behaviours and opinions of others through facts and appeals to values and beliefs, or holistic support. In addition, the head, the heart, and the hands will be influenced. As a result, those who are influenced will remain positively impacted for a long time.

Dellaert and Davydov (2017) introduced emotional influencing as another tactic used to influence the heart, whereby the leader connects through communication to a person’s feelings of well-being or sense of belonging. This leader appeals to attitudes, values, a common purpose, ideals and beliefs through inspiration or enthusiasm

(Cheung et al. 2018). This kind of long-lasting influence can bring about changes in character which can affect people's success in all spheres of their life (Talis et al. 2009). For example, a teacher may change a learner's character through consistent motivation – by sitting down with their students and discussing success from all angles (Striano 2022).

One other important aspect of influence is emphasised by Ngale (2018), who notes that leaders need to focus on positive subjective experiences like happiness and well-being as well as positive human characteristics such as sharing strengths and status. This is when a Language DH looks for assistance from other language teachers in his/her department to teach or assist learners of the absent language teacher. Collaboratively they will be helping a teacher under that language department. By doing this, the school will be implementing teamwork and sharing ideas. Stafutti (2021) supports that lasting influence can be situational, temporary and lasting. Situational influence depends on the ability of the leader to change behaviour to suit the situation (Kavitha and Jayshree 2014). Temporary influence is when a person is followed because of what they have at that moment (Korolyn 2022). Lasting influence is when a person is followed because of who they are and how they treat people (Apriana 2019). Integrity is one of the key traits that define a life of honour and makes a lasting impression (Tomasik et al. 2021). Honesty is emphasised by Brown and Treviño (2014), in that subordinates are likely to reciprocate with behaviour when they and their leaders are involved in relationships that are based on admiration and trust.

Colby et al. (2014) mention that influencing others means “to keep on task”. The theory talks about influencing the character of another person. Influence occurs because team members are seeking to define the team's purpose and maintain integrity. According to Zaiman (2020), leaders have to influence the direction of others or else the situation in the organisation will remain the same.

2.2.2.2 CT organises work

Organising means bringing order using a systematic plan which is a joint effort and operates according to some principle or idea (Whitely 2019). According to Sinnott and Gibbs (2014), organising is categorised as a leadership skill that enables people to convert their resources into the power they require to effect the desired changes. Such resources as identified by Compass Point Non-profit Services (2012) can be skills,

systems and culture. Organising refers to well-defined jobs, clarified authority, coordination, effective administration, growth and diversification, a sense of security and scope for new changes (Hananiya and Mishalin 2022).

The organisation process unionises members taking part in a collaboration (Kenayathulla et al. 2019). At a school level, resources also include teachers, learning facilitators, principals, learners, parents, admin-clerks, material (books, finances, laptops, maths laboratory, library), and change (emotional, personality, mind-set, culture, system) (Lloyd et al. 2020). Stretton (2015) states that you need to arrange and relate the work to be done so that it can be performed more effectively by people using the resources needed. Additionally, organisational values are an integral element of a company's resources and are woven into its personality, serving a comparable function to that of personal values in guiding behaviour patterns and shaping interpersonal connections (Gorenak and Koir 2012). Meena (2019) mentions that for a collaborative plan to succeed, organising must be taken into consideration. The management function of organising makes sure that efforts are focused on achieving the objectives set out in the planning function in a way that allows resources to be used as efficiently as possible and allows all stakeholders to work successfully towards a common goal (Meena 2019). In other words, the organising process leads plans into action.

According to the International Transport Worker's Federation Organising Manual (2019), organised committees help to spread the work, develop leaders and increase commitment and ownership. According to Wangara et al. (2015), organising comes with maintaining a physically organised work setting. Hananiya and Mishalin (2022) highlight that it is a management skill to instil trust and reduce the stress of other stakeholders. Organising inspires employees with creative energy that will push the organisation forward towards desired goals (Gorenak and Košir 2012). It increases managerial efficiency; there is the proper use of resources, sound communication, coordination and an increase in specialisation (Meena 2019).

Additionally, Molina and Guardiancich (2017) support that the organisation becomes organised by including all trade union-developed initiatives for worker recruitment and/or mobilisation. Organising aims at making workers and new members more

conscious of their rights through awareness-raising, education, advocacy, training, campaigning, and networking. Organising is vital to teamwork and to the study as a whole, which is why the study opted to use the following advantages and characteristics when organising the teams by Hasain (2013):

- *Effective administration*

Documents associated with team members must always be updated. If the address has it had to be updated by admin clerks in a school situation. Documents regarding timetable, school policies must be readily available to control and monitoring purpose at school.

- *Effective communication*

Communication must be on-going and be visible so that every at school become transparent and teachers are informed about everything at school.

- *Define jobs and specialisations for growth*

In a school situation, teachers need to sign job description each and every year which informs them about their duties at school. Job description clearly defines what a teacher needs to do on a daily basis even the aims of the job are specified. This will help DHs to know why their job differs from those of teachers.

- *Optimum use of resources and coordination*

Resources like textbooks, photocopying machine, library, laboratories, school hall, chairs, tables and computers at school must be used optimally and be maintained regularly to keep them in a good condition.

- *Instil trust*

At trust must be in all levels, from parents, SGB, SMT, teachers and learners. If trust is missing in one level, the school will not be organized and planned activities will not go in one direction. Teachers will just do what pleases them in not teach learners and learners will enjoy to conversation. Parents will enjoy the failure rate at school and not do anything about even asking teachers why their learners are failing, they would trust that teachers are doing what they hired for.

- *Sense of security*

Learners and teacher should feel at home when they are at school. That is why they fight gangsterism and bullying at school. Learners must not feel frightened to come to school or be bullied around; such cases should be reported immediately.

Akrani (2011) presents a process of organising work effectively with team members who are willing to take their business to the next level or reach the targets set for them. A DH who is organized has a departmental plan indicating every activity to be done in his/her department. Such DH is organized and following his plan and his weekly objectives are met. A DH is monitoring curriculum on the specific days, such DH is active and knows how to balance his/her duties. In his department targets are met and there is progress of good performance in that department.



Figure 2.1: The process of organisation

Source: Akrani (2011)

The diagram above has a specific link with what an organized person can achieve. Once the DH is organized his/her subordinates will also be organized then good relations will be established. In a school set-up an activity of sports can be organized and be a success. By success we mean, a plan be drawn indicating different activities and assigning different people as to who will collect money, who will sell sweets, who will be netball coach. This will give other teachers authority to be in charge of a different sporting activity. Then then will communicate well with one another knowing that each is given a task to do.

2.2.2.3. CT builds team cohesion

Colbry et al. (2014) indicate that group cohesiveness is part of leadership responsibility. Falcão et al. (2015) describe cohesion as a dynamic process that is reflected in the tendency for a group to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of members' affective needs. DH will make use of team cohesion in his/her department when he/she look for teacher who are to teach leaners of the absent teacher for the sake of learners to pass bt the

end of the year, after all the results will be for all the not one specific teacher. DH and teachers will be working as a team enforcing education. Fung and Cheng (2015) elaborate that it is a project manager's perception of the degree of attractiveness of a team to its members and the closeness of interpersonal bonds between team members. Team cohesion is defined as the result of all the work forces acting on the members to remain in the group (Mäkikangasa et al. 2015). Teachers be given a task to investigate why learners have fail and be expected to give feedback and strategies to assist those who are still failing even after given a support. Cormier et al. (2015) argue that cohesion reflects the strength of the social and task-related bonds among members of a group. Social interaction should be exchanged among team members to uplift their team spirit and morale.

According to Brisimis et al. (2015), group cohesion is a multidimensional concept, and this means that many factors can influence the coherence of a team – the impact of the same factors can vary from team to team. Han-Ping Fung (2013) states that team cohesion is found to give rise to many desirable traits in groups and is linked to many positive outcomes e.g. problem awareness, inclination to change, enhanced motivation, increased morale, better decision-making and greater creativity.

Chun-Chieh Ka (2019) articulates that the benefit of teambuilding activities is that they can elevate the confidence of the participant, enhancing mutual support among team members, and increasing physical coordination and the joy of peer interaction. Some other benefits of cohesion as described by Bayraktar (2017), include both a social focus and task focus, where the social aspect refers to affiliation, security, and social bonds and the task focus includes goals and objectives.

Wikman et al. (2017) mentioned that the practical implementation of team cohesion in the teambuilding process consists of an introductory stage, a conceptual stage, a practical stage and an intervention stage, to frame the implementation of a teambuilding intervention. Sabin and Alexandru (2015) highlight that group cohesion has the characteristic that a group tends to remain together and united in the pursuit of its goal for the satisfaction of the affective needs of group members.

According to Indrajith (2017), there are factors which allow team members to perform optimally. These are:

a) Environmental factors

Ailabouni et al. (2010:41) argue that factors such as “work timings and working hours, safety and job security and salary” contribute more to the work environment. Each environment should accommodate every member of the team while building team cohesion. According to Potgieter et al. (2018), workplace relationships should include shared interests and values, mutual commitment and trust between employees at a workplace.

Jingdong et al. (2017) differentiate environmental factors into two: situational factors and contextual factors. Situational factors refer to a specific point in time and space where stakeholders are forced to focus on a specific task due to the conditions of that time; for example, it can be the environment and/or other people (Hall, 2005). According to Baraka (2018), contextual factors appear inside and outside the organisation and their effects hinder, prevent or disturb progress.

b) Personal factors

Each person also needs to change their personal well-being to fit into a team and help change the organisation (Jindong et al. 2017). According to Thuijsman (2015), organisations need to change their strategy more often than before, due to an increasing number of demands, such as globalisation and technology. Thuijsman (2015) categorised these personal factors of influence:

- *Level of academic achievement or education level:* Academic achievement or education plays an important role in performance. It starts by giving the first and common ground for communication between people. Although the academic level is important in an employee’s performance, it is not always a decisive factor in how well the employee performs, as experience together with accumulated training determines the competence of an individual. Members of a team need to be trained on or developed concerning the changes needed in a company. In a school environment, the subject adviser would invite teachers to a start-up meeting at the beginning of the year. At such meetings, the documents and instructions to be used during the year are supplied. According to Omar and Ahmad (2014), the challenge of working in a team may be more pervasive in an academic

setting due to the individualised nature of academic work and the multifaceted roles carried out by academic staff.

- *Past experience:* According to Indrajith (2017), age and gender are also important factors to consider, along with years of experience. According to Ailabouni et al. (2010), professional service firms have a good repetition of service which places a higher value on basic ability and attitude of mind to its customers than on technical skills. However, this does not undermine the past experience of the employee which involves knowledge, skills, practice and situational familiarity. In a school situation, the teaching experience of an individual plays an important role when teaching one specialised subject. Changes will be needed to adapt to the current technology used in teaching.
- *Age:* Age plays an important role in performance. Generally speaking, there is a direct relationship between age and performance, assuming that we learn something every day and become more experienced every day. However, we must note that with some specific jobs that need physical attributes, performance is generally inversely related to age. Age also inhibits ambition and could make someone complacent. In a school situation, the age of a teacher matters because we are now going through the fourth industrial revolution, where technology is commonplace, and older people often resist and dislike new ways of teaching – this will affect the effective formation of teams.
- *Motivation:* Human beings have an innate tendency to move towards higher levels of health, creativity and self-fulfilment. Motivation leads to self-actualisation and that leads each individual to the highest level of efficiency. According to Omar and Ahmad (2014), team member satisfaction refers to members' attitudes towards their work and their willingness to continue working together over time. In a school situation, the teacher's willingness will be encouraged through strong motivation from the management.

c) Teamwork

D'Silva and Ahrari (2016) mention that teamwork is a collection of individuals with complementary skills and generates the synergy needed to finish a job, duty or project. Teamwork and collaboration gain importance because of the cumulative stress and pressure on institutions to complete their tasks with more efficient outcomes (Goffnett 2020). Indrajith (2017) indicate that teams may consist of like-minded individuals with similar behaviour patterns or may be diverse.

d) Leadership style

Nanjundeswaraswamy and Swamy (2014) define a leader as a person who delegates or influences others to act to carry out specified objectives. Leadership is a social influence process in which the leader seeks the voluntary participation of subordinates to reach organisation goals. Kaleem et al. (2013) highlight the following leadership styles in an organisation: “autocratic leadership (the boss); democratic leadership (all-inclusive); bureaucratic leadership; charismatic leadership (motivational); laissez-faire or free rein leadership (chilled-out); paternalistic leadership (family oriented); and transformational leadership style”.

Leadership influences team cohesion in many ways. Van der Voet and Steijn (2021) assert that a leader can have an impact on their team by making visionary statements and enforcing favourable attitudes and relationships among team members. Zhao et al. (2020) added that the creative thinking of a leader can also influence team members positively. Moreover, Baselat et al. (2018) emphasise that communication channels have an influence on emotional intelligence of team members when communicating to each other. Team members are influenced in such a way that they have passion and love for the job they are doing – in that way they will do their work justice (Smittick et al. 2019).

2.3. LITERATURE REVIEW ON COLLABORATIVE STRATEGIES TO ENHANCE TEAMWORK IN SECONDARY SCHOOL

This section of the study explains how different scholars put the idea of collaboration in their studies.

Relevant scholar's views of collaboration will be criticized and be used to guide the study with the assistance of the research sub-questions. Internal and external collaboration will be discussed thoroughly as well.

2.3.1. Conceptualisation of Collaborative Strategies

Collaborative strategies are defined as shared planning, frequent communication, shared vision, mutual respect and joint trust (Aucoin and Berger 2021). In the process of sharing, interactions also take place as DHs meet with teachers to have a common understanding (Tsalidi, 2019). Valk and Kratovits (2021) identified two types of collaborative strategies commonly used by schools to enhance teamwork, namely, internal and external collaborative strategies.

2.3.1.1. Internal collaboration

Internal collaboration is defined as a dynamic, adaptive system that develops as a result of internal self-organisation and communication with stakeholders and various components, such as school administration (Rui et al. 2018). Valk et al. (2021) believe that internal collaboration should be called "soft internal collaboration" because it consists of values such as trust, communication, commitment, common goals, information sharing and transparency. These soft collaboration can be experienced by people in the same environment and the teachers and DH of the same school. Information can be the one where a teacher gives us his/her secrets of passing learners or of giving all her best to the benefit of the learners. Information can be about the methods of teacher used and how to discipline most disruptive learners in class, such information can be shared by teachers in the same school.

The positive impact of internal collaboration in a school situation is that it reduces uncertainty and increases stability. Emsatd and Sandvik (2020) elaborate that even after the collaboration has begun, discussions should continue and objectives and agreements should be renegotiated. When internal collaborative strategies are implemented in a school situation, they balance power among colleagues (Tsalidi

2019). For example, when one teacher is teaching another one could be planning or marking the same learners that were taught (Avalos-Bevan et al. 2022). Because it is rewarding to know that teachers and DHs contribute to making sure that students pass exams or the netball team wins, internal collaboration releases human energy that is ignited when a task is performed (Ibrahim and Zaatari 2020).

Imran et al. (2018) highlight that, internal collaborative strategies promote the creation of a positive atmosphere with clear rules and expectations; consistent enforcement of rules and regulations is the best action that DHs need to take when collaborating with teachers. These practices promote transparency, sustainability and trust among team members (Avalos-Bevan et al. 2021).

According to Tsalidi (2019), the following practices are employed when internal collaboration is implemented.

- Teachers meet and discuss experiences and share ideas in a relaxed manner.
- There is practical help and support on problems learners experience.
- Colleagues assist one another when someone is sick.
- Teachers enjoy friendly relationships and polite attitudes.
- There is the sharing of materials and guidelines and keeping up with the curriculum collaboratively.
- There is time for formal and informal discussions, such as during sports, free periods and breaks.
- Meetings are both official and non-official.

In closing, we can safely say that once internal collaboration be exercised fully, change can be visible at school. It is good to see that teachers and learners are not resisting to change and are willing to learn and assist one another in the same environment.

2.3.1.2.External collaboration

This kind of collaborative strategy is defined as the sharing of ideas, data and materials with external faculty members (Callahan et al. 2022). This is when a group of people

with different job responsibilities come together and work towards a common goal (Rachmadtullah 2020). Sponsors and champions are both important when implementing external collaboration (Emsatd and Sandvik 2020). This collaboration does not occur among colleagues in the same school. It is the assistance one DH gets from another school or when one teacher contacts another educator from a different school to come and assist their learners (Callahan et al. 2022). For example, this process can occur when a Mathematics teacher comes and assists with Physical Sciences in terms of calculations so that learners can get a better idea of the calculations from the Physical Sciences view (Avalos-Bevan et al. 2021). Another example would be if someone who works at a bank comes and shows Accounting learners how a bank reconciliation is practically done (Sithole & Pereira 2019).

Furthermore, according to Borg and Drange (2019), social workers and nurses can form part of external collaboration in a school situation and assist with health and social issues. Sciences, Technology, Engineering, and Mathematics (STEM) can be involved as an external programme to assist both DHs and teachers with challenges they are facing in those subjects and tutors could be found to assist (Kim et al., 2019). According to Felton (2022), universities, businesses, internships and teacher training institutions can also form part of external stakeholders that could come in and assist schools with their different specialisations. Raviv et al. (2022) highlight the following practices during an external collaboration:

- Attend meetings and liaise with other stakeholders
- Referrals and screening procedures
- Identify the roles and responsibilities of different representatives in a meeting
- Develop a protocol for control and monitoring
- Track participation and student progress

Avalos-Bevan (2021) advocates that these collaborative strategies promote regular meetings with focus, shared decision-making, co-planning, peer coaching, networking, and regular exchange of materials, methods, ideas and opinions. However, collaborative strategies are not problem-free, and those involved should be prepared to cope with potential impediments, which may include differences in goals, lack of communication, interest and capabilities towards the school goal (Ilomaki 2018).

Lack of impediments are elements that can hinder the process of teamwork not go according to plan. In a school situation, if meetings are not held and STM want progress, teachers will lose direction of not knowing what to or not knowing what they are doing is right or wrong. Collaboration strategies have obstacles as well. If teachers are not willing to collaboration due to the fact that the other teacher is far with the topic and the other teacher just started the topic, it may be a problem to collaborate.

Nevertheless, the need for teamwork in schools remains significant and produces positive results and an improved work environment (Polega et al. 2019).

2.3.2. Significance of Collaborative Strategies in Schools

Collaborative strategies are important as they positively change the culture of the school and the classroom (Sithole and Pereira 2019). The school setting transforms into a more inclusive setting and community learning when teachers and DHs collaborate to enhance teaching and learning (Felton 2022). According to Admiral (2019), teachers get developed and there are highly interdependent interactions.

Furthermore, collaboration promotes differentiated teaching to support both teachers and learners (Sithole and Pereira 2019). Schools are likely to achieve better when collaboration is enforced (Zhong et al. 2022). Avalos-Bevan (2021) mentioned the following important aspects of collaborative strategies.

- They directly impact the structural improvement in schools.
- They positively affect the school administration, school leadership role and school culture.
- Professional capacity positively impacts student learning and education.
- Collaboration shapes teacher efficacy, such as social persuasion and affected

states.

- Teachers become more loyal and motivated to meet with other groups.

Doherty et al. (2015) state that successful collaboration allows for increased social capital, earning an organisation a better reputation and improved relationships within the network.

In conclusion, collaborative strategies can give direction to the systems operating at school. It can be a culture of that specific school start 3rd term with meeting with another school. Learners can also know that in they will meet. These meeting can shape the way afternoon plan are drafted. Leadership role will be exercised in both schools. Management teams will be there facilitating these meetings.

2.3.3. Factors that can prohibit the Effectiveness of Collaborative Strategies

The following factors make it difficult for collaboration to take place. Some are visible and some can be seen on a daily basis. Some people commit unaware while others are on purpose.

2.3.3.1. Social factors of collaborative strategies

The social factors of collaborative strategies can be when meetings are held, the drafted plans are not realistic which makes individuals leave the team and work in isolation (Hasan et al. 2021). Gretchen et al. (2013), indicate that disrespecting the views of team members and not exercising patience also pose problems when working together as a team. According to Assbeihat (2016), disrespect may lead to non-willingness to collaborate and might be the biggest problem as it affects the overall team performance.

Another difficulty in collaboration is related to personality; some team members find it challenging to share the potential or knowledge they have gained or encountered while teaching, according to Stray et al. (2011). This difficulty of open sharing is emphasised by Peruzzo et al. (2018) as a catalyst for distant relationships among team members. One other social factor that can hinder collaboration in schools is the lack of communication channels between teachers and DHs cascading from the principal or deputy principal (Krystelia and Juwono, 2016). Erlwanger (2013) attests that a

communication breakdown can lead to teachers not trusting their leaderships and losing legitimacy over them.

2.3.3.2. Lack of professional development in collaborative strategies

There can be lack of professional development when workshops or other activities are organised for teachers by their seniors and they decide not to attend (Hontvedt et al., 2015). Johnstone et al. (2018) argue that some teachers can wish for closer involvement of senior teachers in their growing as a team. Hence, Erlwanger (2013) mentions deprofessionalism and Hussien et al. (2019) support that members can become demotivated.

2.3.3.3. Educational factors prohibiting collaborative strategy implementation

Various educational factors managed ineffectively can play a role in hindering the process of effective collaboration in schools. These are issues such as lack of clear directions on discipline, lack of extra-mural activities, poor allocation of duties, lack of training and induction of new teachers, and lack of recognition for some team members (Stray et al. 2011; Peruzzo et al. 2018). According to Mason et al. (2020), one educational factor was when there was curriculum development which was not disseminated to every teacher, with a common understanding of changing from the old education system to a new one.

2.3.3.4. Unclear organisational vision

Examples of purposive collaboration are clear objectives and vision, and definitions of responsibilities (Valaitis 2018). Being clear about the mandate of the group and ensuring that it is well understood by all parties involved in collaboration is very important (Manson 2010). Misinterpretations about each other's tasks seem detrimental to collaboration, and therefore tasks should be given wisely looking into a person's ability (Hunting et al. 2018). Bollen and Harrison (2018) mentioned that shared vision ensures that collaborating partners have the same vision, with clearly agreed upon mission, objectives and strategies. Collaboration that lacks clarity regarding the roles and responsibilities of members of a team will not work (Bollen and Harrison 2018).

According to Azhary et al. (2018), the mission and vision of the school depend on the policy drafted by the school SGB; if the policies are not aligned with the school's mission and vision it means all stakeholders will do as they please. Korkho et al. (2020) argue that schools will lose direction because there is a lack of clarity when it comes to the mission and vision of the school. Despite the good improvements that the mission and vision can make in student learning, it is believed that if school leaders do not communicate the mission and vision to the staff members, those improvements will never be realised (Bada et al. 2020).

2.3.3.5. Division of power to members of the team is not equal

Powers can be given to different people at school (curriculum heads, finance clerks, personnel, student affairs, administrators) which might not be used to the full because of the lack of coordination and communication and procedures (Usman 2018).

2.3.3.6. Non-participation of team members

Non-participation is a term given to people who are marginalised by their lack of social and academic experiences and are not doing what is expected of them (Garner 2012). Additionally, non-participation means the non-involvement of people in shaping, implementing and evaluating programmes and sharing the benefits (Rifkin and Kangere 2002). According to Casemajor et al. (2015), it is construed as powerless or negative behaviour displayed by people in a team. Non-participation encompasses collective and individual practices that aim to disrupt or subtract from conditions that allow certain forms of participation to be exploitative. Non-participation can be characterised as political actions or behaviours that are based on contingent, incidental or imposed decisions or reasons (Casemajor et al. 2015) mostly perpetuated by a lack of work ethics and strong morals (Petrušauskaitė 2010).

Mchunu (2008) groups the causes of non-participation into two, which are, *internal barriers*: low self-esteem; lack of confidence; conflict between personal values and goals; fear of failure and/or success; inadequate decision-making; and lack of general information and *external barriers*: few role models; lack of mentors; stereotypes; racism and discrimination; admission criteria; socioeconomic status; family expectations; ethnic background; inadequately trained support staff; and peer pressure to adopt a particular norm.

Non-participation can come in many forms. In a school setting, an educator may decide not to be on a committee just because their favourite colleague is not on that committee, DHs might not adhere to timetable matters, it might be a learner or an individual who cannot make their own decisions or external barriers of discrimination not to be part of a team (Heidrich and Ryff 2021).

Non-participation in teams can lead to poor performance. Shamir-Inbal and Blau (2021) argue that those who do not want to participate in teams can cause the team to fail because of their inconsistency.

2.3.3.7.Poor management team

Shonubi (2012) articulates that a team should drive and give directions to raise achievement, make the best use of resources and processes, and require effective evaluation, planning, performance management and staff development. Management as a team has the function of leading the organisation, which involves planning, organising, leading and controlling (Lloyd et al. 2020). However, in many organisations, there is the planning of effective strategies, but they lack implementation (Gee et al. 2022). The lack of implementation leads to failure to execute duties on a day-to-day basis (Agirreazkuenaga 2019). Poor management prevents collaboration from taking place, especially if the school leadership and management do not assist a school in promoting a positive learning environment for all students, which in turn influences their academic achievement (Shonubi 2012). He further mentioned that poor management creates room for failure for school teams who will lack foresight and planning, will not adopt a positive attitude towards achievement, will lack in striving for excellence and quality work didactically and outside the classroom environment.

2.3.3.8.Risky environment

A school environment can be located in a rural, urban or sub-urban area (Shonubi 2012). A school environment that is viewed as risky would mostly be schools with low levels of resources, multi-grade classrooms, low levels of parental involvement, lack of a conducive climate for learning and classroom discipline challenges to mention a few. The negative impact of a risky environment is that all stakeholders get used to what is not right (van der Meer 2022). She added that teams lose focus when the leader

is not in the same environment as them. This is when the leader understands how their team operates, what they like and do not like, and what is positive and negative about them.

2.3.3.9.Limited resources

Resources are the most valuable items in an organisation (Gottfredson et al. 2020) They further mentioned that when they are limited, collaboration strategies will not be implemented well. Agirreazkuenaga (2019) indicates that education and extra-mural activities build a person holistically, so resources for sports need to be provided at all levels. Agirreazkuenaga (2019) mentions that schools must teach students about the world they live in, their place in it, and how to sustain and protect the ecosystems that support us all and therefore, subjects being taught at school should have all the necessary equipment e.g. textbooks, laboratory, computers, library, teachers. If the equipment is limited, collaborative strategies may be hindered (Cosner 2018). Doherty (2015) mentions poor funding as one other limiting factor because resources used at school should be protected and have long-term sustainability.

2.3.3.10.School culture

Hongboontri and Keawhong (2014) established that teachers are shaped by school cultures that they themselves might have helped shape as they form part of the environment. A school culture that promotes trust and respect between personnel in teamwork promotes a positive culture in an organisation (Tyson et al. 2022). The way teachers talk, walk and dress should be of an adult, and they should avoid conflicts and confrontations in front of learners, as learners would detect that there is no team spirit (Vestal 2019).

A collaborative strategy will be delivered positively once team members establish a culture of communication among the team (Whitely 2019). Information transferred to other team members should be well discussed, negotiations should be positive, and the level of maturity and language used in formal and informal gatherings should be positive and productive as the lack of such culture hinders collaborative strategies (Hussien et al. 2019). Negativity is associated with disappointment (Akram and Kumar 2017). When a team member aims to achieve a different goal than others, they negatively impact the culture of the organisation. Hussien et al. (2019) mention that a

negative school culture affects the health of an individual and the quality and production of the outcome is negatively affected.

2.3.4. Characteristics of Effective Teamwork in Schools

What makes a good teamwork at school to work well?

2.3.4.1. Proper communication between the members of the team

Communication is a social tool that makes most things happen using many channels. In a school situation, this occurs in the form of meetings, circulars, letters, face-to-face meetings, and verbal and non-verbal cues (Kaupi et al. 2019).

Communication is at the heart of all contributing factors in collaboration. People cannot progress if there is a failure in communication. With communication, individual differences, developmental levels and prior experiences can be noted (Montiel-Overall 2005). Communication in collaboration helps people to be open to learning something new (Herbert and Bainbridge 2007). Through communication in collaboration, teachers and DHs can discuss factors that affect students' understanding of subject content. Both formal and informal effective communication leads to effective management which aids achievement of organisational goals (Akinnubi et al. 2012). Schools with effective communication ensure that all the channels in a school system, such as school assemblies, staff meetings, bulletin boards, minutes in files, signs, pictorial representations, and parent representations, during lessons in the classroom and radio, television and print media are effectively and efficiently used (Akinnubi et al. 2012).

Communication is vital (Parkinson 2006). Communication is a two-way process because principals receive the responses of subordinates (Raviv et al. 2021). In addition, now of late, social media play an important role in communication as people share knowledge and people are updated on the world around them using different sources.

2.3.4.2. Professional development of the team

Professional development is known to be one of the key determinants for improving the quality and relevance of education and learning (dos Santos et al. 2019). They added that when team members are developed professionally, they can improve the quality of education given to learners.

Holloway (2006) emphasises that the leader's knowledge base, enthusiasm, skill and modelling inspire others to achieve at high levels. In other words, a leader on collaborative strategies must ensure that they are aware of educational issues and energetic effort towards attaining good results through professional development. The leadership style in collaborative strategy is transformational. Teachers need to be involved in on-going professional development for collaboration to be effective and ensure integration of the 21st-century skills into the current teaching content (Chu et al. 2016). Talis (2009) attests that leaders of effective collaborations and teamwork focus on the following types of development in a collaboration: informal dialogue to improve teaching, courses and workshops; reading professional literature; education conferences and seminars; professional development networks; individual and collaborative research; mentoring and peer observation; observation visits to other schools; and qualification programmes.

2.3.4.3. High participation of team members

Participants in a team gain the ability to access multiple layers of participation at every level (upper management, middle management and operations) (Che Khairil Izam et al. 2018). The above scholars also came up with the advantages of having high participation of teams in an organisation.

- There can be self-interest, mutual respect, understanding and trust.
- Communication can be open and frequent where colleagues can socialize about mission and vision of the organisation.
- The work produced by the organisation can be of quality.
- Proactive behaviour can be antecedent which might embrace the collaborative culture.
- Participants might always have consistency in interaction processes such as collective decision-making.

- Participants can share ideas and collaboratively pay attention to teaching, and analyse the attitudes of teachers who have integrated them into teaching (Seifert 2016).
- Peer teaching and school twinning can occur in collaboration; teachers teach learners using different teaching methods and this might help learners grasp the content very easily.
- Seifert (2016) added that participation can increase the motivation of learners to actively participate, develops their 21st-century skills, strengthens the relationship between teacher and student and strengthens the social relationship.
- Necessary conflicts can be raised and be addressed.
- Successful collaboration can result in school improvement (Slater et al. 2010).

2.3.4.4. Productive management team

Productive management team occurs when the whole team is doing all its best to see the team winning the battle. In a school situation SMT and teacher together with learners do their best to see the outstanding results of the school. Miller (2010) mentions that if there are positive relationships, management will be able to create a working environment in which people are empowered, productive, contributing and happy. He added the following advantages of productive team leaders and teams, which occur in schools:

- Team leaders do not direct or control work, but instead, work as coaches and mentors and then become skilled or productive leaders.
- Team leaders demonstrate exemplary teaching and learning practices, understanding and sharing appropriate information with those teaching the same subject.
- Successful Management Teams plan, organise, lead and evaluate the activities at their schools.
- They listen to the teachers' concerns, support/solve problems, spread best educational practices and transfer support tasks to the community where necessary.

2.3.4.5. Safe and healthy environment

Good practices of a safe environment have been highlighted. In such an environment, one member influences the positivity of the social levels between individuals, disciplines, teams and organisations (Khairil Izam et al. 2018).

- A safe environment is favourable to the social and political climate. The school will then be seen as a legitimate centre in the community (Parkinson 2006).
- In a healthy environment, the following will happen: participation, collaboration, interactivity, communication, community building, sharing, networking, creativity, distribution and personal suitability (Seifert 2016).
- According to Heyer et al. (2011), discrimination against other ethnic groups and diverse backgrounds does not occur in a healthy environment.
- School is a community centre aiming to improve societal behaviour, attitudes and environmentally friendly practices (Heyer et al. 2011).
- The community will see that the school is secure and safe for all people, and in this way, they will be able to hold funerals, church services, birthday celebrations, motivation sessions, competitions, community meetings, voting stations and sports events.

In conclusion, the school is a central place for which can be used by community for their own business. The school should not make money with the school premises but should consider that it is used under supervision and it is maintained all the time. Hiring can be done in a form of fundraising but for business usage, that is why the cost of hiring is less. Therefore, Many churches and other celebration hire the school as it a safe place besides having chairs and tables.

2.3.4.6. Unlimited resources

Resources are explained by Heyer et al. (2011) as skills, assets, finance, relationships, technical competence and facilities that are required in order to be able to complete the organisation. Collaborative strategies work with people as important assets of the company, meaning that they cannot be limited. According to the Consortium of Multiple Sclerosis Centres White Paper (2012), a fully resourced company promotes potential employees, trains employees and has professional social networks. It furthermore stated best resource practices.

- Both teachers and learners should have technical competencies and be able to use computers to type assignments; they must be able to present lessons with overhead projectors and video and audio devices.
- With finances, the school should work collaboratively with sponsors to donate money for extra-mural activities and equipment. Even if the school receives funds from the department, they cannot rely on that only; it is only by collaboratively raising other funds that the school can operate normally.

According to Mondahl and Razmerita (2014), the resourced classroom-based presentation of students' group-wise solutions, gives a clear picture of how collaboration works. It gives feedback to peers and teachers at the same time. In a school environment, a Natural Science classroom will have all the necessary diagrams on the wall that learners need to know per grade. A library will have a computer for references, a newspaper/magazine corner, a printing machine, comic books, fiction and current material needed in a library.

2.4. OVERVIEW OF VARIOUS MODELS OF EFFECTIVE TEAMWORK

Various models to enhance effective teamwork in schools and organisations at large have been put in place by various scholars across the globe. This study looks into the model of effective teamwork proposed by Katzenbach and Smith (1993). This model was developed for professional context and team development in an organisation (Mahaffey-Dowd et al. 2021). The aim was to achieve these three goals: **commitment** to the common goal, **skills** that complement one another and **accountability** which is the mutual responsibility of all team members for their work.

At the end of successful teamwork, the following end products must be seen in the organisation: a) Collective work products, b) Performance results c) Personal growth (Jovanovic et al. 2021).

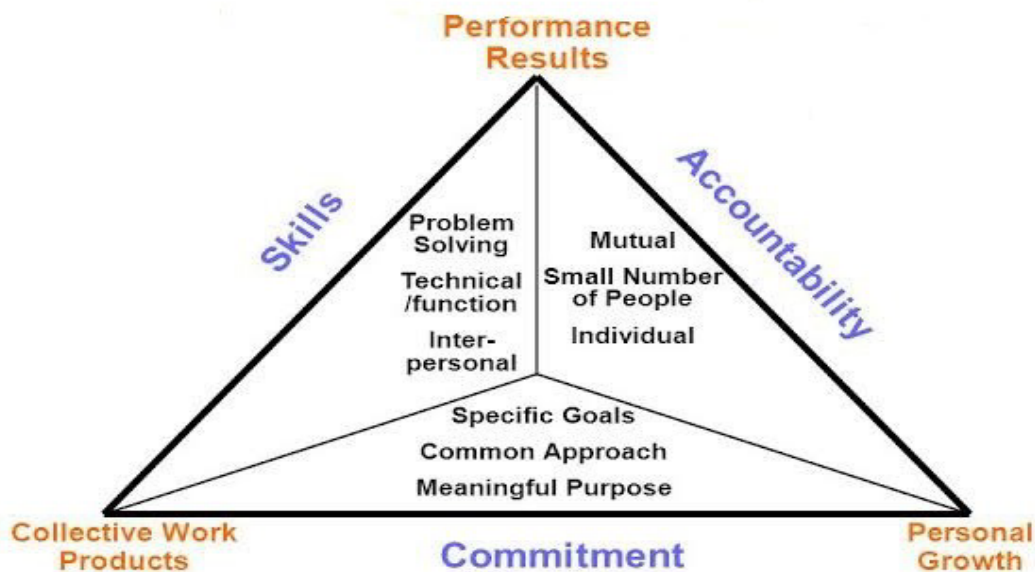


Figure 2.2: “The Wisdom of Teams” Team Effective Model (Katzenbach and Smith, 1993)

Contextualising the above model, Katzenbach and Smith pose the following series of six questions to diagnose the functioning of teams and enhance their effectiveness.

- Is the size of the team appropriate?
- Do members have sufficient complementary skills?
- Is the purpose of the team truly meaningful and understood?
- Are there team-oriented goals – are they clear, realistic, and measurable?
- Does the team have a well thought-out, articulated working approach?
- Is there a sense of mutual accountability?

Abosedo et al. (2020) support the above advantages by mentioning that effective teamwork in a workplace involves performance, independent work and team satisfaction.

There are advantages to using the Katzenbach and Smith model which were identified by Castka et al. (2001):

- Teams bring together complementary skills and experience that exceed those of any individual on the team. This fact enables teams to respond to multifaced challenges like innovation, quality and customer service.
- In jointly developing clear goals and approaches, teams establish communications that support real-time problem-solving and initiative.
- Teams provide a social dimension that enhances the economic and administrative aspects of work. In a school situation, DHs will provide direction in their department.

Disadvantage of Katzenbach and Smith model model when it is not followed correctly:

- Team members needs to be fairly and meet on a regular basis
- If the team get stuck in the initial conflict, it can never make it to becoming a fully-fledged team or a cohesive team but it will be collapse and form pseudo-team.

This model in a school situation, equips DHs and teachers with the importance of commitment to a task given and agreed upon. It provides DHs and teaches with the various important skills needed when working as a team and the accountability for their actions thereof.

Effective team model will be suitable in a school set-up as it comprises with the aim of teaching and learning. Learners needs to be taught and, in the process, they learn many skills which in the ultimate end learners become good citizen. On the other hand, teachers as well need to account for the results they produce at school in order to have good quality performance. Commitment needs to come from the teachers, learners, administration personnel, SMT, parents and governing body so that the common set is and attained by every stakeholder.

2.5. CONCLUSION

The chapter provided the theoretical framework of the collaborative theory, its history and objectives and the reasons for using this theory in this study. The chapter further presented an overview of the themes that are categorised in collaborative theory which are CT influences others, CT organises work and CT builds team cohesion. The

chapter also discussed the literature review on collaborative strategies to enhance teamwork in a secondary school. The next chapter presents the research methodology, the paradigm and research design the study has employed to collect data from the participants on collaborative strategies to enhance teamwork in schools.

CHAPTER 3: RESEARCH METHODOLOGY AND DESIGN

3.1 INTRODUCTION

The previous chapter reviewed literature on the collaborative strategies used to enhance teamwork on secondary schools. It also mentioned the collaborative theory and its themes and background. There was an effective team model explained as well. This chapter outlines the research methodology used in this study on collaborative strategies to enhance teamwork in secondary schools. The following sections outline how data was collected through the use of the interpretivist research paradigm, the qualitative approach and the case study as the research design. The purposive sampling of the participants, the data collection methods used – which were semi- structure interviews, focus groups and document analysis – and the data analysis used – content analysis – are also discussed.

3.2 RESEARCH PARADIGM: INTERPRETIVISM

A paradigm is a basic belief system and theoretical framework with assumptions about *ontology* (the nature of our beliefs and reality), *epistemology* (branch of philosophies that studies the nature of knowledge and the process by which knowledge is required and validated), *methodology* (it is an articulated, theoretically informed approach to the production of data) and *methods* (specific means of collecting and analysing data) (Kivunja 2017). Kamal (2019) defined a paradigm as the set of beliefs in which a particular problem exists and how such problems can be investigated.

This study was guided by interpretive paradigm. This paradigm rejects a single reality existing independently in our senses and accepts different realities which can be lack of communication. Inconsistency can be one of the realities experienced by DH in schools. Lack of formal set-up of a meeting and discussion of school matters can be one of the realities at school. (Antwi and Hamza 2015). Rehman and Alharthi (2016) explained that an interpretive paradigm is where the truth can be universally known and that it is created not discovered. Interpretivists believe in socially constructed communication that serves as an important tool. Kamal (2019) highlighted the fact that behaviour of a human is predictable because once there are internal and external pressures the truth will come out. The scholar further mentioned that interpretivism allows the gap between data that is collected and reality that is observed in a field of study to be narrowed.

Epistemology in this paradigm is subjective, meaning a researcher can gather and interpret data using their own cognitive processes through their interactions with the participants. Kivunja and Kuyini (2017) highlighted that reality cannot be found just on paper, researchers need to experience the participants' backgrounds and their way of life. If one has knowledge of their backgrounds, it is much easier to follow what they are telling you. Epistemology in this study is subjected to the fact that DH are hired to control and monitor curriculum, so when we see DH meeting with teachers, we assume it is all curriculum matters. Overall interpretation of the DH is that his/she is a team leader leading teachers under his supervision, so from a distance DH and teacher collaboration must be exercised.

According to Alharahsheh and Pius (2020), this approach provides a clear link between the research and research subject as it assumes that humans cannot be divided from their knowledge. However, Festing and Bonache (2020) also mentioned that the role of the researcher is to accept all social talk from participants.

The ontology of this paradigm can be socially constructed and could change in multiple situations. Reality is subjective and multiple, as seen by participants in a study. According to Singh (2019), the role of the researcher is to become part of the subject being studied to understand the contextual meaning of the subject. Festing and Bonache (2020) also support that the researcher should try to understand the participants' world from their perspective. They added that the researcher needs to agree to join the research team so that they can understand and put themselves in the participants' shoes and understand their point of view on the issue that is being discussed. Pham (2018) argues that the methodology of interpretivism plays a large role in interpreting results and the researcher adopts both objective and subjective points of view. Ontology in this study can be experienced when a DH changes the way he/she operated based on what the school offers. If the DH is responsible for two languages and another subject is added to his/her field, he is not supposed to argue because the meeting must be held to inform his/her with the changes. There is no meeting then the teacher of DH can hold Management team accountable for the failure rate of learners because he/she was not informed on the changes.

Methods play an important role in this paradigm. Al-Ababneh (2020) views these methods as inductive processes whereby the researcher is involved in the process of data generation by means of asking questions in interviews. Methods have to be mutually simultaneous shaping the factors in research. Research methods are context-bound as they are not scientific and are done on human beings and not only documents (Kamal 2019). There are theories which are aligned with methods of interpretivism (Teodoro et al. 2018). According to Darby et al. (2019), pattern theory was developed for understanding the information gained in this method and its processes are meant to develop the participants. In addition, the pattern theory must be accurate and reliable through verification. Once the situation changes, it means that the researcher will not be able to use the same information they collected yesterday, even if it involves the same people. Many methods of data collection can be used in this paradigm, such as focus groups, participants' observation and documentation.

The methodology used in this paradigm is a qualitative approach, meaning the same information or data collected will be analysed using a general approach for only that situation and those participants. Hamilton and Finley (2019) define the qualitative approach as how things are and what participants observe through their historical and cultural events without the reliance on statistical analysis.

In this study, interpretivism was used and interpreted in the very same way as the above scholars have indicated. The reality from the schools can be inconsistency and lack of communication together with lack of formality and will not only have one truth or one reality. Many truths about how collaboration strategies are implemented at secondary schools to enhance teamwork by DHs were interpreted through the reality created and constructed by them. One of the truths can be the fact that collaboration builds up relations and improves team morale. Different DHs will have different experiences. What one DH experiences when using collaborative strategies to enhance teamwork in their secondary school will be different in another school. Since communication plays an important role in the interpretivist paradigm, the study made use of many communication channels at schools like meeting minutes and circulars from inside and outside the schools.

Values play an important role in the interpretivist paradigm (Willing 2019). Throughout

the process of data collection and beyond, the values learnt were upheld and respected. The researcher, in the journey she took with the participants, ensured that their values and dignity were always considered.

Interpretivism focuses on understanding current phenomena rather than issues relating to societal and individual empowerment. In this study, the focus was not on one person's gain, it was on the situation at the schools that exist which was the teamwork among colleagues.

The weakness of interpretivism lies in its failure to consider how political and ideological influences affect social reality and knowledge. In a school situation, political ideas will not be dealt with even if it influences collaborative strategies used by DHs. (Pham 2018). These ideas cannot be truth or can be true only investigated. In a school situation even if it is known that principal, SGB member and the finance authorized the monies in and out of the school reality and knowledge of it can be different or be interpreted otherwise. Another truth and knowledge that can be interpreted differently is that teachers give learners marks they don't deserve or even if they did not do the task. DH on the other hand put a stamp on paper without moderating them, different interpretation of this reality. Another criticism of interpretivism is that the research results are unquestionably influenced by the researcher's interpretation, beliefs, cognitive processes and cultural preferences, which can lead to a great deal of bias. In a school situation where DHs are interviewed, interpretation could be biased based on the fact that the truth can be told differently. The truth will be what the researcher interpreted as important in the study.

3.3 RESEARCH APPROACH: QUALITATIVE

Qualitative research is defined by many scholars in various ways, but all of them similarly explain that the qualitative approach involves the methodological process of investigation which seeks to arrive at a new insight and understanding of the knowledge about the world we live in (Willing 2019). However, Carminati et al. (2018) define qualitative research as the steps taken to find an in-depth explanation of people's experiences and the meaning that they give to their experiences. Hence this study aimed in bringing the realities of the DHs' experiences of collaboration with teachers to enhance teamwork in secondary schools.

The qualitative methodology has evolved substantially over the past decades but the practices remain the same. Even today, this method is when research is conducted and there is no means of statistics. According to Mey (2022), in a qualitative methodology, one researcher follows a different logical assumption than several others might have done. Mohajan (2018) describes this methodology as an effective method which enables the researcher to develop a level of detail from high involvement in the actual experiences. This method is exploratory in a way that the researcher seeks to explain 'how' and 'why' a particular social phenomenon or programme operates as it does in a particular context (Mohajan, 2018).

The use of collaboration to bring about change in what DHs and teachers are physically doing was examined in-depth. Data was collected through asking participants in the form of interviews to share their experiences from their practical and natural settings. Hence, the study adopted the qualitative approach to guide this study.

3.3.1 ADVANTAGES OF USING QUALITATIVE RESEARCH

The following advantages were identified by Mohajan (2018). Out of the list mentioned, the study only focused on the best five descriptions of qualitative research:

- During the interviews conducted, the researcher will ask open-ended questions as the participants add new information to the study. This is the time that the researcher makes the participants comfortable starting with questions that create conversation. The interviews will start with a greeting and then asking for some information about the department the DHs are heading just to bring them closer to the research question.
- The researcher needs to be emotional (polite) when asking questions in order to get rich and detailed information. The interview conducted will not be purely formal such as a job interview. Voices will differ here and there showing that real matters are being discussed.
- The researcher will get the chance to view and explore the homogenous and diverse groups of people and will be more descriptive and narrative.
- The participative method can empower both participants and the researcher more than the use of an objective approach. This is one of the aims of this study where DHs and teachers work together and develop one another. Collaborative

strategies come from all angles between teachers and DHs. Empowerment also comes from other schools when school twinning.

- The study will use holistic interpretation that shapes people's lives to qualify the research, and the focus will not only be on DHs but teachers and SMTs as well.

In this study, qualitative research was considered because of its vast usage. DHs' experiences with the teachers to enhance teamwork in secondary schools were viewed qualitatively. Participation in the form of conducting interviews was used. Different DHs from different schools were interviewed, to avoid the issue of only obtaining information from the DHs of one school.

3.3.2 THE DISADVANTAGES WHEN USING QUALITATIVE RESEARCH

The following disadvantages of qualitative research methodology are described by Mohajan (2018:19) as follows.

- Data is usually gathered from a few individuals or cases. Therefore, findings and outcomes cannot be spread to larger populations. In this study, the focus was on DHs and teachers. It was not spread to all learners and parents but was specific to teachers and DHs.
- The quantity of data makes interpretation and analysis time-consuming, and if the researcher is not satisfied, their influence can have a negative effect on the collected data. The researcher made time available for the study and even on the weekends, data was gathered and analysed.
- Unseen data can disappear during the research process and needs to be documented. The researcher made use of photographs as proof that data was taken from these particular participants.
- It is heavily dependent on the skills of the researcher and can be easily influenced by personal idiosyncrasies and biases of researchers. The skill that the researcher applied was not to generalise all data given by all DHs.
- Issues on confidentiality and the presence of the researcher in the process of data gathering are unavoidable and can therefore affect or influence the responses of subjects. The researcher was open enough and convinced the participants to share their information. Strategies that were brought forward could be useful to others who were not using them. In this way, they needed to

share what was good and what was not so that they could assist each other in dealing with the same problem.

- Findings can be difficult to present in visual ways and are not objectively verifiable. To avoid this point, the researcher presented data simply and understandably so that the reader can use their imagination on how collaboration is taking place in these schools.
- Data gathered is generally open-ended; the participants have more control over the content of the data collected and do not have a preconceived, finite set of issues to examine. To avoid this point, not all data gathered has been presented. The use of coding was applied. Even if the questions were generally open-ended only the main strategies were considered.
- Collection of the data can be time-consuming and costly. Therefore, the time required for data collection, analysis, and interpretation can be lengthy. In avoiding the costs, only a few refreshments were provided. The researcher made sure to limit social occasions and put more focus on data collection, analysis and interpretation.
- Qualitative research needs skilled interviewers to successfully carry out the primary data collection activities. Technical skills were used in typing the data presented and writing skills were considered when writing the report.

The study made use of the viewpoints of both researcher and participants. Even though the researcher's interpretations were limited and positioned the participants, personal experience and knowledge influenced the observations and conclusions. In the study, the researcher made sure that contexts, situations, events, conditions and interactions could be replicated to any extent, or be generalised. In other words, the DHs who participated in the semi-structured interviews did not participate in the focus group but the documents they provided will be analysed in the analysis section.

3.4 RESEARCH DESIGN: CASE STUDY

Feagin et al. (1991) define case study as an in-depth, multifaceted investigation using qualitative research methods of a single social phenomenon. According to Mohajan (2018), case study is a process where the researcher analyses and describes each person individually for their activity, special needs, life situation, and life history. He added that this method has its roots in sociology and is valuable in practice-oriented

fields. The social issues of the participants are collected and then analysed.

Research design connects data to the research questions. Sovacool et al. (2018) emphasise that a case study ensures that the conceptualised framework is operational, the research question is answered, and the objectives are met. They further indicate that it is how such methods of gathering data are executed in a particular study. They also identified the main goal as providing enough details to make the study transparent, in light of the stated objectives (Sovacool et al. 2018).

According to Schoch (2020:1), case study focuses on “a specific event, place, and person”. The scholar further indicated that the first thing a researcher must do is to identify the case and the boundaries of the case. In other words, identify what is the case and what part of the case should or should not be in the case. An example would be if the case is held at a specific school, other schools would not be part of that case or be included when researching.

The disadvantage of case studies is that they are time-consuming and can be costly for participants if they must travel. However, in this study, the participants did not incur any financial costs because the researcher travelled to meet with them to avoid them incurring travel costs. The application of a case study instrument was prepared with groups of DHs to find out what collaborative strategies they use with teachers to enhance teamwork in secondary schools. Their responses were used as in-depth cases to answer the objectives of the study.

3.5 SAMPLING PROCEDURE: PURPOSIVE SAMPLING

Campbell et al. (2020) define sampling as the strategy for participants' selection which is integrated and logical in the study. Ames et al. (2019) call it one way of achieving a manageable amount of data in the study. This purposive sampling falls under the category of non-probability samplings. Non-probability refers to the process of selection in the population where participants would have known the probability of being selected to take part in the research (Bakkalbasiolu and Esra 2021).

According to Campbell (2020), purposive sampling is one-of-a-kind sampling whose characteristics are defined for a purpose that is relevant to the study. It is called deliberate sampling. Klar (2019) adds that participants are chosen subjectively,

focusing on their personal opinions and feelings (Bakkalbasioglu et al. 2021). Their experience and knowledge will also be taken into account when purposive sampling is taking place. It is manageable in the sense that participants are specific. If your participants are going to be DHs, for example, your sampling should be specific and indicate which DHs from which schools.

Andrade (2021) highlights the very important factor that if you want to select participants, you must be aware that those participants are not at risk of any serious adverse events. In other words, they will not suddenly disagree to be part of the study or be busy by the time you need to interview them. In short, participants should be conveniently sampled, although one cannot control any random event from occurring.

Bhardwaj (2019) highlights the fact that the outcome of this sampling will be desirable because the researcher will be talking directly to the participants. Andrade (2021) adds that sociocultural factors influence the study and with purposive sampling, internal validation is high while external validation is low.

According to Sera et al. (2018), purposive sampling carries data that is generated by the proposed content in the study. In other words, no data is gathered from different people other than those chosen. In this study, there was no mix of data exchange, for example, data was collected from the DHs only, as they were sampled as custodians of the experiences the study phenomena investigated.

Purposive sampling was applied in the study selecting DHs on purpose as they have teaching experience and head different departments at their schools. It was manageable to gather data from each participant since the study chose DHs who were from the same area. Therefore, it was appropriate to use purposive sampling since it helped to choose a representative sample of the population, one in which the same set of traits or qualities can be found in comparable proportions. The district is called Thabo-Mofutsanya, in one of the towns under the municipality is Nketaone. All the schools had DHs responsible for different streams. The years' experience was not of concern in this study which the researcher only chose six DHs in two schools, three in each school and six in the other school. What was important were the different departments they were heading and the subject they were

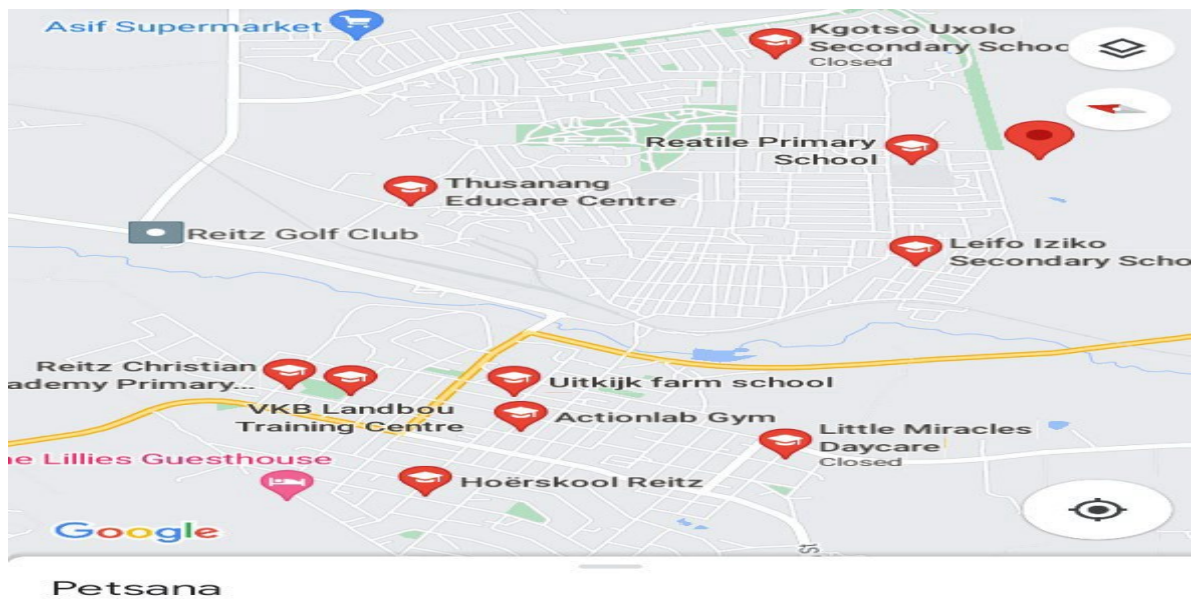
responsible for.



Source: Goggle ©municipalities.co.za

Figure 3.1: Map of Free State Thabo-Mofutsanyana District

Thabo-Mofutsanyana district is found in the southern Free State. The focus was in one of the small towns under the Nketoana municipality. The DHs in the various schools under this municipality schools were sampled.



Source: Google Map

Figure 3.2: Map showing some schools under Nketoana municipality

Some of the schools are not shown on the map

Table 3.1: Table showing data sampling in each school

The schools have been given pseudonyms School A, School B and School C.

Departmental head	Years' experience in management	School	Subject taught
Languages and humanities	From one year upwards	School A School B School C	Sesotho HL English FAL isiZulu HL History Social Sciences
Mathematics and sciences			Mathematics Mathematical Literacy
Commerce			Accounting Business Economics
Natural sciences			Physical Sciences Social Sciences Life Sciences Natural Sciences
General stream			Life Orientation Tourism

Out of the sampled schools, twelve (12) DHs were purposively sampled (School A: three (3), School B; six (6) and School C: three (3). The specialisations were not considered as the schools offered different streams such Commerce or Sciences. The years' experience was also not regarded, and race was not also considered.

3.6 DATA COLLECTION PROCESS

The collection of data depended on the research questions and was also directed by the research aims and objectives. It is important that the researcher drafts questions for the interview based on the research questions and what to observe, which document to review and artefacts to examine while collecting data (Schoch, 2020). Schoch (2020) advises that it is wise to use many instruments when collecting data

and mentions the following instruments for qualitative studies: documentation, interviews, direct observation, participant observation, and physical artefacts.

The most important point in using these instruments is to make sure that the questions that drive the study are answered to reach sound conclusions from the study. Chen (2021) also mentions the key principles to follow when collecting data in a case study design, a) use multiple sources over some time, b) build a case study database, c) establish a chain of evidence, d) exercise care when using electronic sources. Table 3.2 shows the principles that were followed when collecting data.

Table 3.2: Key principles to follow when data is collected

Key principles	Study of collaborative strategies used to enhance teamwork in a secondary school.
Use multiple sources over some time	Document analysis Semi-structured interviews Focus group
Build a case study database	Case study 1: Semi-structured interviews: School A and C Case study 2: Documentation from all schools Case study 3: Focus group: School B
Establish a chain of evidence	All the necessary data has been collected to come to a conclusion and answer the research questions and objectives
Exercise care when using electronic sources	Information from the participants was shared with the supervisor via email to keep a backup in case the laptop crashes

3.6.1 RESEARCH INSTRUMENTS

This study used document analysis, semi-structured interviews and a focus group to collect data.

3.6.1.1 Document analysis

According to Dalglis et al. (2020), documents play a very important role in research as they are evidence on their own. It is not easy for a person to forget what is written on paper. They added that in qualitative analysis, documentary data can successfully promote objectivity and openness while minimising potential bias. Using documents, however, has restrictions as a result of problems with comparability and openness. In addition, documents often leave out alternatives and policy possibilities that were

never even considered, and instead focus on the outward display of official power (Karppinen and Moe 2019). However, documents are frequently distinguished from scholarly writing and other secondary sources that provide “interpretation”. Documents are seen as more trustworthy sources of factual information on policy processes since they are “primary sources” that provide objective statements of facts made by active participants in the policy process (Davie and Wyatt 2021).

The study analysed documents of DHs from all three secondary schools, Schools A, School B and School C, especially the minute books, circular books and incident books as a source of data generation. Interpretations from the documents differed in terms of how often the DHs collaborated with teachers. Minutes books were studied to see how often they meet and what is being discussed, as well resolutions taken in the meetings. Incident book were analyzed to see how many incidents they encounter, the type of incident as well the manner of solving the cases. Log book was also analyzed as to see who (external visitor) often visit the school and the recommendation given for each visit whether they are assisting the school or not.

3.6.1.2 Semi-structured interviews

Evans and Lewis (2018) regard interviews as the traditional way of data collection. Semi-structured interviews were chosen to collect the verbal narratives from the participants. Oplatka (2018) explains that semi-structured interviews are defined as a process of conversational talk, while key points and answers are recorded on a form designed to evaluate and sort answers. In this type of interview, the protocol is constantly altering dependent on the responses of the participants and varies from one person to the next (Magaldi and Berler 2020). According to Roulston and Choi (2017), semi-structured interviews are when researchers offer open-ended questions regarding the participants’ feelings, perceptions and understanding to elicit extensive descriptions of the participants’ experiences with the phenomenon.

Semi-structured interviews in the study were conducted only with DHs from School A. Data was collected and recorded as they shared their experiences with teachers using collaborative strategies to enhance teamwork. Open-ended questions were asked to gain more clarity.

3.6.1.3 Focus group

A focus group instrument strategy is when the researcher assembles a group of participants to discuss a specific topic aiming to draw on their personal experiences, beliefs, perceptions and attitudes (Hennink 2013). According to Nyumba et al. (2018), focus research is more like participatory research, where a researcher information being researched. Greenwood et al. (2014) explained a focus group as a data collection method that deals with communication and media studies of which some of the population would be found in the education field. Nyumba et al. (2018) see this method as being costly and time-consuming because of the steps that need to be followed. They emphasised the fact that sociologists and psychologists like using this method as it involves members talking to one another and hearing others' perspectives.

According to Jones (2007), focus groups are held in a formal setting. The scholar further posits that these participants are guided by the researcher and are normally a small group of people from different organisations but under one field. They are conducted with a small number of participants because they are less likely to feel intimidated and uncomfortable, unlike a one-on-one situation.

The disadvantages of this instrument are that it can be time-consuming and the fact that participants do not know each other. At times, if the researcher wants to host the participants at a different facility, money might be a contributing factor. As they are meeting for the first time, two or less than two participants may be shy to talk about their experiences in front of others (Greenwood et al. 2014).

For the focused group instrument to be used effectively by both participants and the researcher, two steps need to be followed as outlined by below by Jones (2018).

Step1: Recruit

Once the researcher has decided on the participants, they will have to ask for their participation in the research. This step makes use of consent forms before groups can meet. Recruiting can be in the form of a one-on-one session, or a researcher might set up a meeting at an organisation and afterwards be left with those who want to participate. Recruiting can be different in the sense that a researcher wants to meet specific participants on purpose because they have the information needed to answer

the research question. Recruiting can also be done in a different way where a friend recruits another friend to join the focus group. The researcher in this study personally recruited the participants to take part in the study. In the study recruitment was also done where researchers asked to meet with the DH separately for semi-interviews. For focused group it was the same calling of DH in a group and the researcher informed them about the study and then asked interview questions to all of them and they answered all of them in different question not each and every one answering questions one by one. The principal was asked to call those DH and for semi-interviews it was one on one after school and on weekends.

Step 2: Implementation

The implementation step is done on the very same day of data collection. It is when the researcher is regarded as a host because they chair the discussion. The researcher would have organised a venue that is neutral like a board meeting room. The researcher must manage time at all costs, arrive early, organise the room and keep time in the discussions. Recordings must be in place to keep data for data analysis after obtaining the participants' permission.

Time was managed well. Participants were given 30min to an hour.

Implementation of the focus group was in school B where there were six participants grouped together discussing their experiences. It was done in the staffroom after school hours, where they felt comfortable. The researcher asked questions which were willingly answered by all of them. If they felt like they did not want to say something they kept silent. In the meantime, the researcher kept records of the meeting.

3.7 DATA ANALYSIS PROCESS: CONTENT ANALYSIS

Content analysis is a method of analysing written, verbal or visual communication messages (Stemler 2015). Mayring (2004) adds that it is derived from communication sciences. Audio-videos were used for recording and take pictures of the interviews and focused group methods to collect data. The purpose of content analysis is to identify patterns, themes or biases in every communication taking place on the data gathered. Mohajan (2018) mentions that through the framing of the media content, researchers can analyse the tone whether it is negative, positive or neutral. However, Krippendorff (2019) defines it as an important research technique in the

social sciences, where data is analysed within a specific context given the meaning attributed to it. Linder et al. (2020) argue that content analysis lies between comprehensive literature and meta-analysis which deals with one independent participant.

Once data was available in the researcher's hands these three steps were followed to show the validity of the study:

Step 1: Coding:

Step 2: Themes:

Step 3: Reporting:

The above steps were followed in the study when data was analysed.

Hardwood and Garry (2003) added that in content analysis, data used is verbal communication and written and visual representation. This would include documents and participants' perceptions of practices in their departments (Krippendorff 1989).

3.8 CREDIBILITY /TRUSTWORTHINESS OF THE STUDY

Qualitative inquirers mindfully employ a variety of techniques to increase the trustworthiness of the research conducted. This is a method which checks the quality of the research and the quality of the data collected. In this study, triangulation was used to ensure the credibility of the study (Mood, 2019).

Triangulation is the method used to increase the credibility and validity of the research findings (Mood, 2019). In other words, this is a method of quality assurance and truthfulness. This is the method where the researcher assures the reader about the study and the findings which should make sense to the reader. The focus in this study was on collaborative strategies to enhance teamwork. This study ensured trustworthiness of the study through triangulation by using multiple methods, the strengths of each balancing out the other's shortcomings (Lee, 2021).

3.9 ETHICAL CONSIDERATIONS

Research studies should take ethics into account since they help to understand what is morally right and wrong when conducting research. The purpose of ethics is to safeguard people from potential harm from researchers (Arifin, 2018). Therefore, decisions about what constitutes an ethical action are made after weighing a variety of factors in the unique, complex social and political contexts in which one conducts research (Albersheim, 2020). Frequently, sets of principles are established to protect the rights of research participants and to direct the researcher's actions in the field (Arifin, 2018).

In this study, ethical permission was requested from the Department of Education in Bloemfontein to conduct research in those schools. The process was not easy because to obtain that letter many questions need to be answered and supporting documents are required. Even at the schools, it was the same difficult process. The principal would question and ask for a consent form and a copy of the study and the reason why specifically that school was chosen. Those difficult experiences made me reflect that obtaining ethical approval is not always a straightforward process, instead, it requires some modifications during the study period.

Data has been stored on encrypted devices with passwords. Individuals participating in research have a reasonable expectation that they will learn about the study's purpose and have the option of participating or not and the term "informed consent" refers to such an ethical standard (Albersheiml, 2020). Informed consent means that the research subjects have the right to be aware that they are being studied, to understand the nature of the study, and to withdraw from it at any time. Deception is only acceptable if it is thought that the discomfort will go away on its own or will be eliminated by a debriefing process after the study (Albersheim, 2020). This implies that persons being observed or interviewed should consent after being fully informed of the study's goals and any potential negative effects of their participation.

As for the purpose of cross checking in data analysis, the transcripts were shared with qualitative research through password protected email. The information storage on my personal laptop, hard disk and memory sticks were protected by using passwords that

were only held by me. Hard copies or written materials of the data were kept in a secured cabinet in a locked room with no access to others to ensure adherence to legal requirements and ethical guidelines (Salts & Dewar, 2019). Both written and electronic data from this study will be stored for five years. However, the interview recordings will be disposed once they are no longer needed and a while after the study has been approved. Participants taking were informed about this ethical consideration.

3.10 CONCLUSION

The study followed a constructivist paradigm and used a qualitative research approach as the data was based on the experiences of DHs in the use of collaborative strategies to enhance teamwork in secondary schools. The experiences of the participants (DHs) were approached as case studies through the adoption of semi-structured interviews, document analysis and focus groups discussions as research instruments. A purposive sampling of DHs from three schools was followed. A content analysis approach was used to analyse the data. The study made use of more than one form of collecting data in order to ensure the credibility of the study. As it is important to adhere to various rules when conducting research, several ethical considerations were adhered to in this study.

CHAPTER 4: DATA PRESENTATION, INTERPRETATION AND ANALYSIS

4.1 INTRODUCTION

The previous chapter mentioned the methodology used in this study. It discussed interpretivism as a paradigm as well as qualitative research as an approach for this study. Purposive sampling was used and a case study as a research design. The process of analyzing data was content analysis. Data analysis used was content analysis. Focused group, semi-interview and document were methods used for data generation. Then this chapter interprets data gathered while study was conducted. This study aimed to investigate collaborative strategies to enhance teamwork in secondary schools with a focus on DHs. This study interviewed 12 DHs from three schools in Nketoana District, Free State Province. The participants were given pseudonyms: Mr Ndaba, Mrs Mhlanga, Ms Motsoeneng, Mrs Mokoena, Mrs Nhlapo, Mr Liphoko, Mr Mofokeng, Mr Tsoetsi, Mr Tshabalala, Mr Minnar, Mrs van Wyk and Ms le Roux. The three secondary schools were named School A, School B and School C. Six participants were selected for a focused group method of data generation while three participants were selected for semi-interviews each.

4.2 PARTICIPANTS' PROFILES

Table 4.1: Participant profiles

SCHOOL	NAME	DEPARTMENT RESPONSIBLE
A	Mr Ndaba	Sciences
	Mrs Mhlanga	Commerce
	Ms Motsoeneng	Languages
B	Ms Mokoena	Commerce

	Me Nhlapo	Technology
	Mr Liphoko	Languages
	Mr Mofokeng	Natural Sciences
	Mr Tsotetsi	Mathematics

	Mr Tshabalala	Humanities
C	Mr Minnar	English Home Language
	Mrs van Wyk	English First Additional Language
	Ms Le Roux	Commerce

4.3 DATA ANALYSIS

The data presented and analysed has been categorised into four themes, namely: **a)** Experiences of DHs in working with teachers as a team **b)** Collaborative strategies used by DHs to enhance teamwork **c)** Challenges experienced when implementing collaborative strategies **d)** Ways to mitigate the challenges DHs experience with collaborative strategies to enhance teamwork in secondary schools. Participant quotes are verbatim but may have been grammatically edited for clarity. Verbatim were recorded using a cellphone and to transcribe verbatim was the use of a 2-quire book where the researcher wrote word by word. Cellphone was maximally used.

4.3.1 Experiences of DHs in Working with Teachers as a Team

The participants indicated different experiences when working with teachers as a team on different aspects involved in the school environment and outside school premises. The data analysed showed that DHs shared both positive and negative experiences. These shared experiences are detailed in the sections below.

4.3.1.1 Positive experiences

Departmental Heads (DHs) from both individual interviews and the focus groups alleged that their experiences with working with teachers were positive. The participants shared that the positive experiences or results they experienced from working as a team with teachers included setting goals, transparency, honesty, and participation. The positive experiences as indicated by the participants contributed hugely towards improved learners' performance in the school.

Mr Minnaar shared the following:

Mr Minnaar: Here at school, we operate differently than other township schools. We know what we want, and we all work towards the goal set by all of us. There will be challenges here and there but most importantly we come together and call a spade a spade and not something that digs sand.

Mrs van Wyk further shared:

Whenever I have a meeting with them, we end up all speaking the same motto 'together we can achieve more' when we depart. This means that whatever we agreed upon in a meeting will be implemented collectively.

Mrs Nhlapo also mentioned that:

In my department, teachers are only informed once in a meeting about submission and due date, once they get a working document, they follow suit. Some who do not understand how the document works, they come to my office for more explanation.

Evidently, from the participants' sharing, collaborative teamwork environment bears positive results when values such as addressing challenges, practising transparency and honesty and being oriented towards the same goal.

4.3.1.2 Negative experiences

The participants also shared that during teamwork, they had some negative experiences. The negative experiences as alleged by the participants ranged from lack of cooperation to non-compliance in adhering to the set instructions or goals. Mr Ndaba

shared that:

Teamwork is not effective as it used to be before. Cooperation is there but sometimes is not.

Mrs Mokoena also shared that:

They will say they do understand but at end of the day, they operate using the old system of operation. If the submission date for the test to be moderated is today, they will bring it the following day or two days before the paper is written. They will give me convincing reasons to feel pity for them. So, to me, that is non-compliance and resistance.

Mr Liphoko agreed and highlighted the following:

I experience a tough time when I have to implement teamwork in my department. Teamwork is partially done. For example, team planning of formal activities and lesson plans is done only once or twice in a term. Frequent collaboration is there but not fully functioning.

The participants expressed various negative experiences they experience when collaborating as a team with teachers. The negative experiences shared by the participants revealed that teamwork is practised, however, at times, various obstacles occur.

4.3.2 Collaborative Strategies used by DHs to Enhance Teamwork

The participants shared various strategies they use in their schools to ensure effective teamwork. The shared strategies range from holding class subject meetings, school twinning, analysing, and accounting for the results together, team planning and teaching, team marking and analysing and parental involvement.

4.3.2.1 Class subject meetings

Mr Ndaba alleged that:

We hold a meeting with teachers teaching the same class and assist them in planning together. Sometimes I sit together with them when they discuss formal tasks. At times I give them instructions to moderate each other, discuss the memorandum.

Mr Liphoko had this to share:

These meetings assist even that one teacher teaching one grade alone, to do planning for the whole term. The other teachers team up and draft formal tasks or give teachers a task like who will set task 1 and who will prepare task 2. If it happens that I am sharing, I will also be given a task to do in that subject.

4.3.2.2 School twinning

Me Mokoena shared that she finds assistance from both within her school and neighbouring school for extra classes.

It is easier to finish the chapter when you invite the subject adviser or a different teacher from another school to assist me with my learners, not that I undermine my capabilities. The reason for the invitation is for my learners to understand the content better than before. It cannot be that I do not want a different teacher in my school to assist me. They also come as well to assist.

4.3.2.3 Analysing and accounting for the results together

Ms le Roux mentioned that analysing the results together and accounting for those results can bring about change and eliminate the issues of individualism such as “My classes are passing”. The participant shared that:

So, one grade being taught by three teachers, all three teachers will account for that subject. This will show whether they support each other with subject content or not. In the accountability session, each will be asked questions based on the grade, not one class she or he teaches.

4.3.2.4. Team planning and teaching

Focusing on extra-mural activities, Mr Mofokeng explained that the sports committee is very active because every week learners need to play. Even though he is also managing the curriculum in his department of Natural Sciences, he ensures that there is a focus on extra-curricular activities because healthy minds are built on healthy bodies. He believes that sport promotes teamwork and assists learners in various ways.

I normally meet with my committee to organise teams in each grade and let learners challenge themselves (Grade 8A with Grade 8B). This small challenge brings back the issue of competition and most learners look forward to these matches. We organise together, we judge and score together. I delegate duties among us, and I get positive feedback from my committee members. Like who should get the balls, attire, whistle, sell snacks, scoring documents, rotational trophies, and incentives to participants.

Mr Mofokeng emphasised co-curricular activities and had this to say:

Learners should enjoy coming to school and be prepared to go to class and come to the field in the afternoon. For better results, sports is important entertainment... is important. On special days like Valentine, Youth Day, Heritage Day, we plan some events hosted by learners and as a committee, we just control and see everything is under control.

4.3.2.5 Team marking and analysing

Mr Tshabalala noted that, in his department, they practice team marking during examinations. The participant highlighted how teamwork is enhanced in his department by ensuring joint marking as done in marking centres:

I like to instil team marking in each and every exam, like in March, June and December. I take them out of their comfort zone and bring them to the staff with only the scripts, red pen, marking guidelines and water. I do it like in the marking centre for the final exam of Grade 12. There will be time for a tea break, lunch, and afternoon tea break. During tea breaks they can do everything that helps

their mind relax a bit.

In support, Mr Tsotetsi mentioned how the team marking strategy during examination pays off in ensuring that marking is done effectively and promotes joint decision-making to ensure consistency:

Team marking is very helpful because teachers join and finish marking fast. Even though there are slight discussions while marking, progress is seen, and it is huge. Team marking can also help when learners give alternative answers.

Mr Tsotetsi further shared that

On one Saturday we take all commerce learners and separate them on how they perform in commerce. A teacher who is in my department or who specialised in commerce will assist with identified topics.

4.3.2.6 Parental involvement

Ms Motsoeneng shared how involving parents in team building and collaborative strategies benefits her department. The participants believed that the sooner parents know what is happening with their children's education, the better. She alleged that:

General parent meetings, sectional meetings, one-on-one parent meetings bring about collaboration. Once we see that we have a struggling learner, we meet with the teachers concerned and then we call a parent. Once the parent agrees with the problem a learner has, we refer the learner to the School-Based-Support Team (SBST) to render a different assessment which is different for all learners. All learners get to pass.

The participants alleged that they use various collaborative strategies in their respective departments to enhance teamwork. The data evidenced that the participants acknowledge the benefits and importance of working as a team. Teaming promotes socialisation and sharing ideas. It is through the collaborative strategies mentioned above that plans are implemented as the participants shared. The participants shared that collaboration does not only include teachers teaching at the same school but even teachers teaching in other schools. Parental collaboration was also mentioned as a tool that assists with enhancing learner pass rate and academic growth.

4.3.3 Challenges Experienced when Implementing Collaborative Strategies

Data analysed indicated that DHs experience challenges when implementing teamwork and collaborative strategies. The participants shared various challenges and obstacles that hinder the progression of collaborative strategies put in place to enhance teamwork, such as prioritising sports over the curriculum, non-compliance and unaccountability, lack of individual continuity and the need for constant monitoring and high absenteeism at meetings.

4.3.3.1 Prioritising sports over the curriculum

The participants alleged that they experienced challenges with members who lack enthusiasm on curriculum issues and are not willing to go the extra mile; however,

they are more willing and always available when it comes to extra-curricular activities. Mrs Mhlanga expressed that:

My teachers enjoy sports more than teaching. They believe that a child must grow holistically, which is good. For as long as there is an extra-curricular activity, they all want to be given a duty to perform. But it should not be at the expense of the curriculum.

4.3.3.2 Non-compliance and unaccountability

The participants indicated challenges with team members who do not comply with agreements taken in meetings such as developing subject improvement plans and attending developmental workshops scheduled. The participants alleged that teachers always want to be reminded of their duties. Mr Ndaba shared that the non-compliance is more evident with novice teachers, as shown below:

These new teachers from the university think that they know everything by not complying with the orders given to them. They run away from development and workshops scheduled to benefit them. Teachers would agree to do something but come implementation, it is a problem.

In addition, Mr Liphoko also emphasised the challenges of non-compliance which he shared leads to inconsistency and unaccountability.

Sorry to say this but teachers want to be pushed in order to do things. At times I would find myself teaching learners alone when I was called for assistance. Teachers take advantage of every situation at school because they are not held accountable for their actions. I find myself having to always go and remind the same language teacher to team up with another teacher he/she shares a subject with, to make a recovery plan if they are behind schedule. In other instances, some would verbally say they work for seven hours and are not being paid after hours. Some would meet and just be on pen and paper and no action or implementation of that plan after it is done.

4.3.3.3 Lack of individual continuity and the need for constant monitoring

The data showed that DHs experience challenges with teachers working continuously as individuals and extending the teamwork spirit to assist each other even outside of

the formal collaborative team group. The participants evidenced that some teachers at times wait for instruction from the head instead of continuing with the initiative and strengthening each other even though they are part of the decisions made at the meetings. Mrs Mokoena indicated that:

It might seem as if I do not care for not controlling and monitoring the progress of teamwork if I have instructed them to meet and assist each other. At times as DH, I become too busy with teaching than controlling. It is fair enough to be good in class when my supervisor comes and checks my work and this means if my teaching is good, I can now go and check other teachers' work.

Mr Minnaar also emphasised that:

Lack of independence leads to teachers not meeting deadlines... there can be other challenges we are experiencing due to unforeseen circumstances.

4.3.3.4 High absenteeism at meetings

The participants shared how teachers are absent and cite private matters as the reason, which delays meetings and achieving goals within a specified period. Mr Tshabalala pronounced how absenteeism hinders progress in the collaborative strategies put in place to enhance teamwork:

I ended up having three or four teachers missing a meeting due to reporting private matters as urgent. Sometimes I keep on postponing the meeting or not holding it at all. When you call them during break, they say they are eating; in the morning they prepare copies for the day ahead, in the afternoon, urgent matters. Some do come but others don't come. If five came during break, two of them will have urgent matters after school. So, I ended up having subject meetings per grade, which can drag on until the third week.

As the participants alleged, it is evident that there are challenges experienced with collaborative strategies that are put in place to enhance teamwork which can lead to the non-functionality of the strategies. Such challenges create obstacles that DHs, therefore, have a duty to work around to ensure consistency and efficiency in their work. The section below presents ways in which the challenges experienced when implementing effective and sustainable teamwork can be mitigated.

4.3.4 Ways to Mitigate the Challenges Experienced by DHs

The participants indicated that as much as they experience challenges with implementing strategies, they put in place to enhance teamwork within their respective departments, they implement various ways to mitigate such challenges. The mitigation strategies shared by the DHs varied from ensuring that departmental plans such as Annual Teaching Plans, individual plans, and consistent monitoring, are in place and clearly understood. Mr Ndaba indicated as follows:

It is important to hold meetings, discuss with them the Annual Teaching Plan, and support material, extra classes, memo discussion and development to attend the workshops. Then, if departmental members can adhere to the instructions, I give them and follow the Annual Teaching Plan everything will be alright.

Mrs Mokoena explained how monitoring and providing support are done through follow-ups.

Effective development of control and monitoring is needed, and follow-ups are made with each teamwork teacher. They will first come up with a plan on how they are going to assist each other. Then I will follow it as their DH. The plan must also have topics which will be treated at that time of team planning. One-on-one sessions with my teachers can also help me to understand their frustrations and challenges.

Mr Liphoko emphasised consistency from the side of DHs:

I must be consistent in my work and lead the teamwork in my department.

The analysis of data as presented above indicates the various strategies DHs felt would assist in reducing the challenges faced. From the participants' points of view, the strategies emphasise the importance of a control and monitoring plan to see if members follow what is agreed upon and that the team has the necessary support and materials needed to execute what is required. The participants acknowledged the importance of collaboration and specified how they have a role to play to ensure that teamwork is enhanced to achieve the organisational goals.

4.4 DOCUMENT ANALYSIS

The documents concurred with the experiences the participants shared. The participants from the different schools shared minutes from the departmental meetings they hold in their respective departments. From data recorded in the minutes' books, every term a departmental meeting was held followed by subject meetings by most of the departments in the respective schools. For example, a meeting for languages was held on January 24, 2022. The purpose of the meeting was to welcome the departmental members and clarify the procedures for the whole term with the DH giving teachers direction for the new term. Minutes that were recorded were also of subject teachers deciding who would be responsible for which tasks. The documents showed the agreements made by teachers together with the subject teachers. Moreover, the minutes showed post-meeting activities, for example, that team teaching had taken place.

The documents showed that in the meetings, various aspects were discussed such as reports from the safety committee; incident books that deliberated on learners' incidents, and circulars that recorded other activities in the schools' SASAMS system.

4.5 CONCLUSION

This chapter presented and analysed the data collected from the participants during semi-structured interviews, focus group discussions and from documents analysed. Four themes emerged from the objectives of the study, namely, **a)** Experiences of DHs when working with teachers as a team **b)** Collaborative strategies used by DHs to enhance teamwork **c)** Challenges experienced when implementing collaborative strategies **d)** Ways to mitigate the challenges. The next chapter discusses the findings of the data collected, make recommendations and conclusions for future research.

CHAPTER 5: DISCUSSION OF FINDINGS, RECOMMENDATIONS, AND CONCLUSIONS

5.1 SUMMARY OF THE STUDY

This chapter presents a discussion of the findings of the study in detail together with the conclusions and recommendations for the future researcher. The information discussed in chapter 1 about the research question, ethical consideration, key words is now coming to an end. Chapter 2 discussed what literature reviewed based on sub-questions of the study of collaboration. Chapter 2 also highlighted the nature of Collaborative Theory (CT) with its themes and origins. While chapter 3 discussed the methodology of qualitative, interpretivism together with focused group and semi-interviews. In chapter 4 data was generated and analysed using methods discussed in chapter 3. This chapter present the findings in relation to collaborative strategies used to enhance teamwork in schools as the phenomenon investigated to strengthen the value of the findings in this study. The study aimed to address the following:

Aim of the study

- Explore collaborative strategies to enhance teamwork in secondary schools.

Objectives

- Explore DHs experiences in working as teams with the teachers in secondary schools.
- Identify collaborative strategies DHs use to enhance teamwork in secondary schools.
- Explore challenges DHs experience when implementing collaborative strategies to enhance teamwork in secondary schools.
- Examine how these challenges experienced by DHs on collaborative strategies to enhance teamwork in secondary can be mitigated.

5.2 THE MAIN FINDINGS

Four themes emerged from the data collected from the DHs as participants in this study. The first theme is the experiences of DHs in working with teachers as a team. The second theme is the collaborative strategies used by DHs to enhance teamwork. The third theme is the challenges experienced when implementing collaborative

strategies. The last and fourth theme is ways to mitigate the challenges experienced by DHs in implementing collaborative strategies to enhance teamwork in secondary schools.

5.2.1 Experiences of DHs in Working with Teachers as a Team

Findings from the data collected indicated that the participants experienced working with teachers as a team in their respective departments and schools in various ways. The experiences derived from the findings have been categorised into two sections, which are positive and negative experiences. The first section discussed the positive experiences, and the second section discusses the negative experiences.

5.2.1.1 Positive experiences

The findings showed that the participants had positive experiences to share as outcomes of collaborating with teachers as a team. The positive experiences are alleged to be setting goals, transparency, honesty and participation. According to Valk and Kratovits (2021), the internal collaboration of colleagues may result in “soft” characteristics such as trust, communication, commitment, common goals, information sharing and transparency. These positive experiences as the findings indicated played a huge role in ensuring improved learner performance in the respective departments and schools. Polega et al. (2019) concurs with what the participants expressed when emphasising that teamwork remains significant and produces positive results and an improved work environment. Furthermore, teamwork and collaboration gain importance because of the cumulative stress and pressure on institutions to complete their tasks with more efficient outcomes (Goffnett, 2020).

Participants noted that they work together towards goals and face challenges together. For example, Mrs van Wyk shared the following that emphasises the positive attitude towards collaboration: *“Whenever I have a meeting with them, we end up all speaking the same motto ‘together we can achieve more’ when we depart. This means that whatever we agreed upon in a meeting will be implemented collectively”*.

As shared above, the findings revealed that the participants with positive experiences practised in a working environment that is interactive which resulted in the teachers and DHs having one continuous understanding. Emsatd and Sandvik (2020) elaborate that even after a meeting is held, discussions should continue, and objectives and

agreements should be renegotiated. As indicated by Bayraktar (2017), where there is a positive teamwork affiliation, security, social bonds, goals, and objectives are achieved.

5.2.1.2 Negative experiences

The findings indicated that participants also had experiences that are negative and hindering to the collaborative strategies they implement to enhance teamwork in their secondary schools. Such experiences as the findings revealed, negatively affected improvements that needed to be made. Akram and Kumar (2017) correspond that negativity is often associated with disappointment and teachers can be influenced by it which can often lead to conflict in a team.

Raval et al. (2010) emphasise that when there are obstacles in teamwork, members often do not trust each other and are not reliable. The participants voiced how the negative experiences affect their relations as colleagues which leads to a lack of trust which concurs with what the scholars indicated. For example, Mr Ndaba shared: *“Departmental members are not to be trusted. You will find out that they promise to do something; the next thing they have gone home without even telling or sometimes they leave learners unattended”*.

The findings also revealed that even if teachers have agreed on a task, sometimes they still do not comply with deadlines. This, as the participants agreed, causes frustration and difficulties with the ability to complete tasks. One participant noted: *“I experience a tough time when I must implement teamwork in my department. Teamwork is partially done”*. Such inconsistency leads to plans that are put in place not functioning well and being ineffective and inefficient. In addition, the non-participation and non-compliance leads to a lack of work ethics and strong morals (Petrušauskaitė 2010; Casemajor et al. 2015). Ilomaki (2018) highlights that collaborative strategies are not problem-free; one should be prepared to cope with potential impediments, which may include differences in goals, lack of communication, interest, and capabilities toward the school goal. Nevertheless, the need for teamwork in schools remains significant and produces positive results and an improved work environment (Polega et al 2019).

5.2.2 Collaborative Strategies used by DHs to Enhance Teamwork

As indicated by the participants, the findings showed that the DHs implemented various collaborative strategies to enhance teamwork in the secondary schools sampled in this study. The findings from the data gathered indicated that strategies shared were class subject meetings, school twinning, analysing, and accounting for the results, team planning and teaching, team marking and analysing and parental involvement.

5.2.2.1 Class subject meetings

Class subject meetings were alleged to serve as a platform where every member of a department is allowed to raise important issues concerning learning and teaching. It is in this platform that DHs get to allow everyone's voice is considered as teachers raise various points during a departmental meeting. This is a platform as revealed by the participants that creates harmony and teachers feel welcomed (Raviv et al. 2021). Participants noted that these meetings help them plan for the whole term and that formal tasks are shared among team members. The findings concur with Han-Ping Fung (2013), stating that team cohesion is found to give rise to many desirable traits in groups and is linked to many positive outcomes e.g., problem awareness, inclination to change, enhanced motivation, increased morale, better decision-making and greater creativity.

5.2.2.2 School twinning

The participants' views shared that the collaborative strategy of school twinning is one other strategy they use to enhance teamwork. This strategy of collaboration is when one school visits another school for educational purposes. This exchange can be done by teachers or learners, meaning learners can travel from School A to School B and be taught by School B teachers, or a teacher from School A can travel to School B and teach learners in School B. Callahan et al. (2022) supports the strategy of school twinning and state that this kind of collaborative strategy is defined as sharing of ideas, data and materials with external faculty members. This is when a group of people with different job responsibilities come together and work towards a common goal Rachmadtullah (2020). Avalos-Bevan (2021) advocates that these kinds of collaborative strategies promote regular meetings with focus, shared decision-making,

co-planning, peer coaching, networking, and regular exchange of materials, methods, ideas and opinions. Participants expressed that they receive assistance from both within and outside the school. For example, Me Mokoena shared, *“It is easier for me to finish the chapter when you invite the subject adviser or a different teacher from another school to assist me with my learners”*. Sithole and Pereira (2019) emphasise and coincide that collaboration promotes differentiated teaching to support both teachers and learners.

5.1.1.1 Analysing and accounting for the results together

Sithole and Pereira (2019), advocate that accounting for the results is one of the critical parts of meetings with the School Management Team (SMT) when they want to understand certain aspects of learner performance such as status or causes of failure or pass. As the findings revealed, the participants alleged that they hold such meetings of accountability as departments to review results and progress on learners' results. These meetings of accountability, as the findings indicated, are attended by every teacher teaching the same grade. This collaborative process involves seeing which subjects are experiencing problems and which subjects have improved and contributed to the performance of the school. Accountability sessions give every teacher a chance to find out what went wrong and to collectively find ways to create a developmental plan to correct it.

For example, Ms Le Roux mentioned that analysing the results together and accounting for those results can bring about change and eliminate the issues of individualism such as *“My classes are passing”*. The participant shared that *“in accountability sessions, each will be asked questions based on the grade, not one class she or he teaches”*. Doherty et al. (2015) advocate that successful collaboration allows for increased social capital, earning an organisation a better reputation and improved relationships within the network. As such, the accountability meetings promote internal cooperation which sparks energy and creativity when a task is completed because it is genuinely satisfying (Inbrahim and Zaatari 2020).

5.1.1.2 Team planning and teaching

According to Avalos-Bevan et al. (2021), if the team are planning together, they will own the decisions taken. Participants established that when planning, they all get together and assign duties accordingly to everyone involved. When it comes to team planning, Mr Mofokeng expressed that *“this is when we sit down as teachers teaching the same grade, with our textbooks, lesson plan template and Annual Teaching Assessment and plan together”*. The findings showed that assisting one another to achieve the desired outcome can be a good strategy for collaboration. Tsalidi (2019) confirms that teaching the same subject can be enjoyable and productive for the school at large. Meena (2019) concurs with what the findings revealed when stating that the management function of organising ensures that efforts are directed towards the attainment of goals laid down in the planning function in a way that resources are used optimally, and all stakeholders can work effectively for a common purpose.

5.1.1.3 Team marking and analysing

This strategy, as the findings from the data analysed exhibited, is a collaborative strategy that occurs after marking the quarterly assessments. The findings shared that the same teachers who sat together and planned the assessments, sit again with their item and error analysis. This item and error analysis shows the strengths and weaknesses of learners when they were writing the assessments. This is a process implemented to rectify mistakes and come up with strategies to help learners who did not pass the quarterly assessments (Sithole and Pereira 2019). Collaborative Theory advocates that the organisation process unionises members taking part in a collaboration (Kenayathulla et al. 2019). As the participants alleged, in this strategy, the team members commit themselves to help learners who did not perform well in the assessments that were set.

Marking as the participants shared is part of the job description of a teacher. It is a process that needs more effort from the teachers who teach the same subjects. Before marking there needs to be a memorandum discussion, where teachers sit together with the question paper and the memorandum to discuss possible answers that learners may give when answering the paper. The memo discussion assists with the common understanding and acceptance of alternative answers (Tsalidi 2019). As the

participants indicated, they set deadlines and dates for when to submit the marks. Participants noted how the team marking strategy during examination pays off, as it ensures that marking is done effectively and promotes joint decision-making to ensure consistency. What the findings showed concurs with one of the practices highlighted by Raviv et al. (2022), that collaboration tracks participation and student progress.

5.1.1.4 Parental involvement

According to Raviv et al. (2022), parents play an important role in the learners' education. The scholar further posits that parents are the ones who need to be more concerned about their learners' performance at school. Participants noted how parental involvement as part of collaborative strategies benefits their departments as they believe that the sooner parents know what is happening with their children's education the better. Adewemi and Mosito (2019) concur that DHs together with the teachers can expand the collaboration further to form partnerships even with parents in the children's learning. Jojo (2019) purports that in parental involvement as part of collaborative strategies and teamwork, knowledge, skills, values, and attitude can be distributed in society by teachers to shape our learners and their performance by being together. According to the International Transport Worker's Federation Organising Manual (2019), such organised committees help to spread the workaround, develop leaders, and increase commitment and ownership. Teams bring together complementary skills and experience that exceed those of any individual on the team Katzenbach and Smith (1993). The scholars further argue that collaboration enables teams to respond to multifaced challenges like innovation, quality, and customer service.

5.1.2 Challenges Experienced when Implementing Collaborative Strategies

The results from the data shared by the participants identified different challenges the participants experienced when implementing collaborative strategies to enhance teamwork in secondary schools. The challenges are discussed as outlined in each section below.

5.1.2.1 Prioritising sports over the curriculum

The participants indicated that they experience challenges with members who lack enthusiasm for curriculum issues and are not willing to go the extra mile; however, they are more willing and always available when it is time for extra-curricular activities. Agirreazkuenaga (2019) argues that education and extra-mural activities build a person holistically, so resources for sports need to be provided at all levels of education and be equally used. However, the collaborative strategy will be delivered effectively and positively once team members establish a culture of communication among the team (Whitely 2019) as a lack of such culture hinders collaborative strategies (Hussien et al. 2019).

5.1.2.2 Non-compliance and unaccountability

The participants indicated challenges with team members who do not comply with agreements made in meetings such as developing subject improvement plans and attending developmental workshops scheduled. The participants alleged that teachers always want to be reminded of their duties. Mr Ndaba shared that the non-compliance is more evident with novice teachers: *“They run away from development and workshop scheduled to benefit them”*. According to Heidrich and Ryff (2021), non-participation can come in many forms and a school setting, an educator may decide not to be on that committee just because his/her favourite colleague is not on the committee or DHs not adhering to the timetable matters or the progress of the learners or an individual who cannot make his/her own decision or external barriers of discrimination not to be a team. In addition, the participants noted that non-compliance leads to inconsistency and unaccountability in their teamwork as Shamir-Inbal and Blau (2021) argue that non-participation of teams fail because of the inconsistency of team members who sometimes do not want to be part of them.

5.1.2.3 Lack of individual continuity and the need for constant monitoring

Peruzzo et al. (2018) mention that those team members who are demotivated and taken for granted often stop being part of the team. The data showed that DHs experience challenges with teachers who lack continuous work as individuals and extend the teamwork spirit to assist each other even outside of the formal collaborative team group. The participants evidenced that some teachers at times wait for

instruction from the DH instead of continuing with the initiative and strengthening each other as they were part of the decision taken at the meetings. For example, Mr Minnaar shared that “*lack of independence leads to teachers not meeting deadlines*”.

5.1.2.4 High absenteeism in meetings

According to Hontvedt et al. (2015), a lack of professional development can cause absenteeism since teachers see no reason to attend meetings if they feel they are not benefiting. However, disrespect can also be a cause of the non-willingness to collaborate (Assbeihat 2016). Gretchen et al. (2013) emphasise that the disrespectful views of team members and not exercising patience could result in absenteeism. Participants noted how absenteeism hinders progress in the collaborative strategies put in place to enhance teamwork. The participants shared how teachers would be absent and cited private matters which delayed meetings and achieving goals within a specified period.

5.1.3 Mitigating the Challenges Experienced by DHs

Faehnle (2019) mentions that complex societal problems can only be solved by the collaboration of diverse actors because the actors are interdependent. Pisa (2017) argues that to find the solution to collaborative challenges, we need to follow problem-solving skills. The participants indicated that as much as they experience challenges with implementing strategies that they put in place to enhance teamwork within their respective departments, they have ways to mitigate such challenges. The mitigation strategies shared by DHs varied from ensuring that departmental plans such as Annual Teaching Plans, individual plans, and consistent monitoring, are in place and understood. Other participants shared that follow-ups and the effective development of controls and monitoring are needed after plans are instituted. From the participants' points of view, the strategies emphasise the importance of control and monitoring plans to ensure that members follow what was agreed upon and have the necessary support and materials to execute what is required. As the findings indicate, the participants concur with what Tyson et al. (2022) promote, when stating that schools need to create a culture that promotes trust and respect between personnel in teamwork to promote a positive culture in an organisation.

5.2 LIMITATIONS TO THE STUDY

This was a small-scale study as it was limited to three schools in one district in the Free State. However, the findings provide a deeper insight into the collaborative strategies to enhance teamwork in secondary schools and as such may be applicable to the context of other schools.

5.3 RECOMMENDATIONS AND CONCLUSIONS

The findings of the study and revelations made by the literature illustrate collaborative strategies as a tool that can assist in enhancing teamwork in secondary schools. The participants emphasised the need to create a collaborative spirit at schools to close the gaps in teamwork among all stakeholders. The findings indicated that every stakeholder in a school needs to contribute in ensuring that collaborative strategies employed to enhance teamwork in schools are effectively employed and sustainable.

5.3.1 School Management Teams

Schools Management Teams (SMT) are trusted to drive the collaboration process just like DHs. They are entrusted with overseeing that teachers and DHs are collaborating to enhance teamwork in secondary schools. Schools should provide a space and resources for collaboration to occur. The SMTs are well vested with the school's needs and therefore need to ensure that the collaboration is extended to outside partners such as with teachers from other schools for professional development and improved learner academic success.

5.3.2 Departmental Heads

The responsibility of teamwork is coordinated by DHs as custodians of the various departments they are entrusted with. DHs should ensure that need teachers are not working solos, teachers are appraised for the work they perform and employ various techniques to ensure teamwork in their respective departments. DHs themselves need to collaborate with each other and establish sustainable teamwork amongst themselves which will set as an example to the teachers they are leading and can assist in curbing some of the challenges they experience.

5.3.3 Future research

The study aimed at investigating collaborative strategies to enhance teamwork in secondary schools while recognising the limited scale that sets the boundaries of the study. The study analysed the data and used the qualitative research method which resulted in the recommendation for collaborative strategies to be employed in schools to enhance teamwork. Further research with a larger scope on the various models

As part of the recommendations Effective Team Model is recommended as well because of its effective usage. When testing participants' views against the model of effective teams, there is a lot to be made in terms of working effectively as a team and collaboratively. Teachers and DHs have skills of solving problems. They do come up with solutions during the meetings held. Some of them are experienced teachers who know how to deal with underperformance. They know how to communicate with one another. They know how to control their emotions when they are around people. They know how to keep their relations with their colleagues.

DHs expression to commitment to the tasks is a different story. Teachers and DHs are committed to the task for only time being. Once they shift their mind off school they forget about their commitment to the tasks. When teachers think about their families, commitment in a workplace changes. I can say their commitment is limited. They need to correct the issue of commitment in order for Effective Teamwork Model to be a success in their respective schools. Commitment to the task may have different cause at time DHs and teachers are not aware of the common approach to the problem or there are ground rules that they need to follow in order for them to be fully committed to the task. At times DHs and teachers have limited commitment due to the fact that goals were not specific. Teachers and DH are told to pass but they do not know how.

Accountability is another part of the triangle in the model. Teachers and DHs are not accounting for the results. They just set target either they reach the target or not they do not account for their performance. Even two teachers who are teaching the same subjects they are not accounting the results of their subject. Only in School C one teacher expressed that they do held accountable for their performance. It helps because your get to focus on those who have failed and get another teacher to work the ones who are passing.

However, I am so confident that some teachers and DHs are doing their work collaboratively. Teamwork only lacks here and there with some teachers and DH. Communication also plays an important role in teamwork.

5.4.4. Collaborative Theory

Collaborative theory with its categories can suit the setting of a school environment. Colbry et.al (2014) formulated two categories from the discussions, 'team first' was selected as a suitable category with its themes namely: influential to others, organises work and building team cohesion. Roselli (2016) defines collaborative theory as a collective and joined plan to assist any problem that people are faced with. The problem that DHs faced with the teachers when collaborating can be solved by this theory. By being a team, DHs can plan together with the teacher and then follow up their up. If it is a plan for submission, it must have dates for follow up.

- ***Influential to others***

According to Dellaert and Davydov (2017:3), leaders can influence behaviours and opinions of others through facts and through appeals to values and beliefs, or holistic support. The study proposed this point to be used by DH in order to support them. DHs need to lead by example. DHs are encouraged to influential holistically, in the head, by heart and by hand of the teachers. DH needs to work in such a way that teachers follow and learn by doing. Collaborative strategy will be enhancing teamwork in a effective way.

- ***Organises work***

According to Sinnott and Gibbs (2014), organizing is classified as leadership skills that enable people to turn the resources; they have into the power they need to make the change they want. DH as a leader should use other teachers with the same qualification to assist in team teaching, since it builds teamwork. DH being organised can limit administrative duties.

- ***Building team cohesion***

Falcão et al (2015) describes describe cohesion as a dynamic process that is reflected in the tendency for a group to stick together and remain united in the pursuit of its instrumental objectives and/or for the satisfaction of members' affective needs. DHs are encouraged to be united using environmental and personal factors to enhance teamwork in a secondary school.

5.4 CONCLUSION

In conclusion the study managed to investigate the use of collaborative strategies that

enhance teamwork in secondary school. The above recommendations are proposed by this study as they relate to enhancing teamwork in secondary school if they are used effectively. Furthermore, it is advisable that the collaborative strategies in schools be used effectively as well as it can bear good fruits and bring good results at school and to all the stakeholders at school.

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APPENDICES

Appendix A: Ethical Clearance



GENERAL/HUMAN RESEARCH ETHICS COMMITTEE (GHREC)

25-May-2021

Dear Ms Machogoane Koloti

Application Approved

Research Project Title:

Using a collaborative strategy to enhance teamwork in the secondary school

Ethical Clearance number:

UFS-HSD2020/0010/21

We are pleased to inform you that your application for ethical clearance has been approved. Your ethical clearance is valid for twelve (12) months from the date of issue. We request that any changes that may take place during the course of your study/research project be submitted to the ethics office to ensure ethical transparency. Furthermore, you are requested to submit the final report of your study/research project to the ethics office. Should you require more time to complete this research, please apply for an extension. Thank you for submitting your proposal for ethical clearance; we wish you the best of luck and success with your research.

Yours sincerely

Dr Adri Du Plessis

Chairperson: General/Human Research Ethics Committee

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Appendix B: Proof of Title



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30 July 2019

APPLICATION FOR TITLE REGISTRATION

Applicant: Koloti, MS
Student Number: 2014182469
Discipline: Education Management
Study Code: Masters (EDML8900)

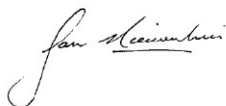
Dear Ms Koloti

Congratulations, your title registration application was accepted with **corrections**.

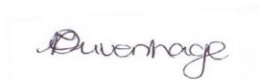
Research Title	Revise title to shorten it: <i>Using a collaborative strategy to enhance teamwork in a secondary school</i>
Research problem, questions/hypotheses/aims and objectives	Need to formulate sub-questions Objectives need to be clearly Clarify how school and participants will be identified

All of the best with your study.

Yours sincerely,



Prof Jan Nieuwenhuis
Chair: CTR committee



Ms CS Duvenhage
Secretary: CTR committee

strategies when enhancing teamwork in a secondary school and to explore how challenges of collaborative strategies be mitigated?

WHO IS DOING THE RESEARCH?

The student from the University of the Free State Qwaqwa Campus, working as an Head of Department (Languages and Humanities) in a school at Nketoane Municipality at Thabo Mofutsanyana District. The reason for this project is to see teamwork spirit at Reitz schools. To see learners achieving expected results because of the sprit conveyed by the teachers and DHs.

HAS THE STUDY RECEIVED ETHICAL APPROVAL?

This study has received an approval from the Research Ethics Committee of UFS.

Approval number: 2020-0010

WHY ARE YOU INVITED TO TAKE PART IN THIS RESEARCH PROJECT?

I chose these participants because of the relations and comparative results performance. I have used judgmental or purposive sampling to select this school. I got the participant's contact details from the school I am working at as it is a nearby schools in my township. Participants are going to be 2 Departmental heads in 2 Secondary schools at Nketoane District, Reitz location.

WHAT IS THE NATURE OF PARTICIPATION IN THIS STUDY?

The study will take place by means of semi-structured interviews between the researcher and DH. Other information will be gathered on documentation analyses and focused groups.

CAN THE PARTICIPANT WITHDRAW FROM THE STUDY?

Participation is voluntary and that there is no penalty or loss of benefit for non-participation. Being in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason.

WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?

The importance of the study is to be useful to the school in achieving the target set by the district by enhancing the monitoring of the curriculum and determining whether policies are being implemented in a correct manner. Each participant will be motivated knowing

that he or she has contributed to the change at school, as they will be transformative leaders. The information gained will be communicated to all stakeholders. The school might change its systems concerning the way the teachers and the DHs are doing things.

WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?

The risk will appear in a point where participants (focused group) are not controlling themselves, e.g. If they compete on talking at the same time. An issue will be raised and other will feel offended if it is crushed or criticized. Participants needs to have self-control and self-esteem and confidence.

WILL WHAT I SAY BE KEPT CONFIDENTIAL?

The participant's name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a fictitious code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings. Participants will have access to the data from transcriber/external coder and individuals will maintain confidentiality by signing a confidentiality agreement. Your answers may be reviewed by people responsible for making sure that research is done properly, including the transcriber, external coder, and members of the Research Ethics Committee. Otherwise, records that identify you will be available only to people working on the study, unless you give permission for other people to see the records. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report. Participant may refuse to take part in the research at any time to avoid getting in trouble if they feel so.

HOW WILL THE INFORMATION BE STORED AND ULTIMATELY DESTROYED?

Hard copies of your answers will be stored by the researcher for a period of five years in a locked cupboard/filing cabinet at Petsana for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable. Information will be destroyed by deleting it on the computer and burn hard copies.

WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICPATING IN THIS STUDY?

Participants will not get any reward or payment for taking part in the research. Participant will be inconvenience and/or feel discomfort at time when we have to record informal and formal meeting.

HOW WILL THE PARTICIPANT BE INFORMED OF THE FINDINGS / RESULTS OF THE STUDY?

If you would like to be informed of the final research findings, please contact KOLOTI M.S on 073 983 6578 or 0810106139 or smachogoane@gmail.com. The findings are accessible for 2023 March. Should you require any further information or want to contact the researcher about any aspect of this study, please contact Dr Dlamini at 078 340 6956 or Dr Zide Mdoana Lulama 058 718 5176 or MdoanaZideL@ufs.ac.za or 083 864 1510

Thank you for taking time to read this information sheet and for participating in this study.

Consent to Participate in this Study

I, _____ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation.

I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable). I am aware that the findings of this study will be anonymously processed into a research report, journal publications and/or conference proceedings.

I agree to the recording of the semi-structured interview.

I have received a signed copy of the informed consent agreement.

Full Name of Participant: _____

Signature of Participant: _____ Date: _____

Full Name(s) of Researcher(s): _____

Signature of Researcher: _____ Date: _____

Appendix D: Semi-structured Interview Questions



SEMI-STRUCTURED INTERVIEW QUESTIONS

Background

- a) Introductions: Who is who?
- b) Tell me about yourself.
- c) What made you choose teaching?
- d) When did you become a Departmental Head?
- e) Which stream are you responsible for?
- f) How many years have you been teaching and how many years have you been a DH?
- g) Comparing a teacher position and DH position, which one needs more energy, effort and time? Why?

MAIN RESEARCH QUESTIONS

- a) What are collaborative strategies used by Departmental Heads to enhance teamwork in secondary schools?

2.2 SUB-RESEARCH QUESTIONS

- What are your experiences of DH working as a team with teachers in your department / school?
- What collaborative strategies do you use as a DH to enhance teamwork in secondary schools?
(How does it assist the management/have they been effective/ where does it need improvement/what is its effect in learners/ school/ performance?)
- What are the challenges you experience when implementing the collaborative strategies to enhance teamwork in secondary school?
- How can these challenges be mitigated (how do you think these can be resolved)?

Appendix E: 12 Participants' Consent

The consent forms have not been attached to ensure confidentiality of the participant's identities.

SEMI-STRUCTURED AND FOCUSED GROUP INTERVIEWS QUESTIONS

Background

- a) Introductions: Who is who?
- b) Tell me about yourself.
- c) What made you choose teaching?
- d) When did you become a Departmental Head?
- e) Which stream are you responsible for?
- f) How many years have you being teaching and how many years been a DH?
- g) Comparing a teacher position and DH position, which one needs more energy, effort and time? Why?

MAIN RESEARCH QUESTIONS

- a) What are collaborative strategies used by Departmental Heads to enhance teamwork in secondary schools?

2.2 SUB-RESEARCH QUESTIONS

- What are your experiences of DH working as a team with teachers in your department / school?
- What collaborative strategies do you use as a DH to enhance teamwork in secondary schools? *(How does it assist the management/have they being effective/ where does it need improvement/what is its effect in learners/ school/ performance/?*
- What are challenges do DH experience when implementing the collaborative strategies to enhance teamwork in secondary school
- How can these challenges be mitigated (how do you think these can be resolved?)

Appendix F: Turnitin Report

Collaboration strategies to enhance teamwork in secondary schools

ORIGINALITY REPORT

11 %	9 %	2 %	7 %
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	hdl.handle.net Internet Source	1 %
2	www.researchgate.net Internet Source	1 %
3	Submitted to Mancosa Student Paper	1 %
4	www.irbnet.de Internet Source	1 %
5	uir.unisa.ac.za Internet Source	1 %
6	docplayer.net Internet Source	<1 %
7	Submitted to University of Wolverhampton Student Paper	<1 %
8	cris.brighton.ac.uk Internet Source	<1 %
9	journals.sagepub.com Internet Source	<1 %

Appendix G: Editor's Letter

Nikki Watkins

Editing/proofreading services

Cell: 072 060 2354

E-mail: nikki.watkins.pe@gmail.com

29 November 2022

To whom it may concern

This letter serves to inform you that I have done language editing and proofreading on the master's thesis

COLLABORATIVE STRATEGIES TO ENHANCE TEAMWORK IN SECONDARY SCHOOLS

by

KOLOTI MACHOGOANE SANAH



Professional
EDITORS
Guild

Nikki Watkins
Associate Member

Membership number: WAT003
Membership year: March 2022 to February 2023

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www.editors.org.za

SA Writers College Certificate of Copy-Editing and Proofreading

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