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Headteachers' and Teachers' Perceptions of the Role of Collegial Teams in Enhancing Continuous Instructional Improvement : A case study of Two High Schools in Swaziland.

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Abstract

This study set out to establish and record headteachers' and teachers' perceptions of the role of collegial teams in enhancing continuous instructional improvement. The concept collegial teams is based on the collegial model. The model advocates that for instructional improvement, teachers ought to work together as colleagues. The study began by investigating whether the participants had the basic understanding of collegial teams in the first place. It then established whether the teams exist in the selected schools. It proceeded to find out how these teams operate and whether they play any role in enhancing continuous instructional improvement. Furthermore, the study solicited respondents' perceptions of the obstacles that hinder the operation of the teams. Lastly, the study made effort to obtain respondents' recommendations on how best to improve the operation of the teams.

This study has found that headteachers and teachers perceive collegial teams as playing a very significant role in enhancing continuous instructional improvement. The degree of the role was found to hinge on the headteacher's attitude and support of the teams. These two elements in turn determined the degree of the teachers' empowerment by the headteacher. Empowerment in this study is synonymous with treating teachers as professionals. Where empowerment prevailed, professional interaction and collaboration tended to prevail also. The latter seem to result in the deepening of subject content and increasing diversification of teaching strategies as teachers work together and share ideas. The ultimate result of teachers' working as colleagues was noticeable improvement in students' performance. However, contextual factors tended to affect some teams negatively more than others apparently depending on each team's 'mastery' of group dynamics.

Finally, among others, two key recommendations were made; in school A, working on the master time- table in order to accommodate peer evaluation was recommended. In school B, it was recommended that teamwork be built on the good elements of the teacher assessment form over which teachers have no control.

Key words:

perceptions
role
collegial teams
continuous instructional improvement

Declaration

I declare that this research report is my own, unaided work. It is being submitted in partial fulfilment of the requirements for the degree of Master of Education at the University of the Witwatersrand, Johannesburg. It has not been submitted for any degree or examination in any other university.

Signature M Z Jamba on this day of May, 11, 1999

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List of Abbreviations

Eng — English

GCE — General Certificate of Education

HoD — Head of department

HT — Headteacher

Maths — Mathematics

PEST — Political, Economic, Social, Technological

Scie — Science

T — Teacher

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Chapter 1

1.0 Introductory background to the study and statement of the problem

The forceful political pressure currently being exerted by some underground movements on the present quasi-democratic government in Swaziland seem to provide a sure indication of the need for a paradigm shift in school management. Also, there is a current cry by parents, teachers and students to be involved in decision-making in schools. The cry seems to point to the need to democratise schools. For instance, teachers no longer want to be responsible for imposed instructional decisions, and the ensuing results, in which they had no voice.

As was the case in the South African authoritarian education system (Ndlovu,1997) which invited multifarious challenges from stakeholders because of poor educational results, Swazis seem to have realised that the authoritarian system is both inefficient and ineffective; hence the need to empower teams and individuals to make decisions in schools. Empowering teams and individuals points to the collegial model of management with its participative approach. Recent though this model of school management is, the advocacy of its benefits is growing at a fast rate internationally. Put another way, there is a growing awareness of the difference in teaching and learning that the model can make. At a local level, Magagula (1988, 1991) seems to support the claimed benefits of the collegial model of management in schools. Firstly, he projects the need for instructional improvement in Swaziland high schools through his 1988 study. In this study, he presents

an illuminative analysis of the low Swaziland high school performance level in the Cambridge Overseas Examinations. Secondly, in the 1991 study, he provides the Swaziland high school bureaucratic context to which he attributes the 'shoddy' performance at O' level,

> *In such schools, hierarchical power and authority is emphasised more than professional expertise and knowledge... emphasises the importance of ...formal communication procedures and protocol... rules and regulations, and expect goals of the school system to be set by ... management... (Magagula, 1991: 42)*

As a corollary to the prevailing system of school management, Magagula (1988) describes the performance of schools in the following manner,

> *The number of first and second class passes has always been far less than the number of third and fourth class passes... the pass rate has been relatively low between 1976 and 1982. In 1976 it was 38%, and in 1982 it has dropped to 27%... (Magagula, 1988: 23)*

As hinted above, the preceding observation attributes the degree of effectiveness of the schools in Swaziland to the level of bureaucracy which determines the degree of professional interaction and collaboration. Writing in favour of collegial teams, Blanchard et al. (1990: 68) points out that democratic leadership has the advantage of,

> *Listening to the people (you) lead and facilitating their interaction whereas autocratic leadership capitalises on telling the people what to do, how to do it, where to do it, and when to do it.*

The underlying assumption here is that the headteacher knows all and even better than the teachers s/he leads. However, "None of us is as smart as all of us" (Blanchard et al. 1990: 25). Furthermore, Magagula (1991a: 50) argues that since teaching is regarded as an art, teachers would like to be creative and innovative in their teaching styles. By implication, Magagula (1991a) advocates the adoption of the collegial model. In view of the preceding claims and observations, the present study seeks to establish and record

headteachers' and teachers' perceptions of the role of collegial teams in enhancing continuous instructional improvement.

I.1 The aim(s) of the study.

The aim of this study is to establish and record headteachers' and teachers' perceptions of the role of collegial teams in enhancing continuous instructional improvement in two high schools in Swaziland focussing on Science, Maths and English departments. To achieve this aim, the following objectives have been framed:

(a) To establish whether or not headteachers and teachers think that collegial teams exist in some high schools in Swaziland.

(b) To find out how collegial teams operate in Swaziland high schools

(c) To find out if teachers participate in the evaluation of their colleagues and their perceptions of it.

(d) To establish the role played by the headteacher in the operation of collegial teams.

(e) To find out whether or not headteachers and teachers perceive collegial teams as an effective tool for enhancing continuous instructional improvement.

(f) To identify the obstacles (difficulties) faced by those high schools which employ collegial teams and how such schools overcome the obstacles.

(g) To obtain from headteachers and teachers of Swaziland high schools who employ collegial teams recommendations on how to improve the operation of collegial teams.

1.2 Rationale of the study

As a concerned teacher, I have read Magagula's (1988) study on the 'Swaziland High School Performance Level' with interest and academic challenge. In this study, Magagula (1988) found that there is a gradual decline in the number of first class and second class passes at O' level. By local university standards, though, these are the only students who meet the entrance requirements. As a result, their poor performance implies that fewer students proceed to univ ity each year. Magagula (1988) attributed the declining performance to the level of bureaucracy which in turn determines professional interaction and collaboration. In doing this, he seems to suggest that collegial teams (a form of participative management) can be a solution.

Despite the promising virtues of collegial teams (Bruno and Nottingham, 1976; Little, 1990), to date no study has been conducted at any level in Swaziland in order to establish and document headteachers' and teachers' perceptions of the role of collegial teams in enhancing continuous instructional improvement. Yet perceptual theory suggests that people (including teachers) do not behave according to facts as others see, but as the people themselves see them (Combs and Donald,1959). Because of the lack of such basic pieces of information, the findings of this study will be useful to teachers in

Swaziland who find the traditional individualised instructional approach ineffective and so, would like to try out the interactive and collaborative approach. Teachers will learn about the practical benefits and limitations of employing collegial teams from a local context perspective. Furthermore, this new approach is democratic in nature, and in view of the fact that Swaziland is on the brink of becoming a democratic country, small though the scale of the study is, headteachers will have the opportunity of getting exposed to a democratic management approach. Lastly, the findings of this study will help enrich the knowledge base of collegial teams.

1.3 Research questions for the study

The following research questions guided the investigation:

(a) Do teachers think collegial teams exist in the selected high schools in Swaziland?

(b) Do teachers perceive the way collegial teams operate in Swaziland high schools as contributing/not contributing to continuous instructional improvement?

(c) Do teachers participate in the evaluation of their performance?

(d) How do headteachers and teachers see peer evaluation or lack of it contributing to instructional improvement?

(e) What role do teachers think headteachers play in 'effective' collegial teams ?

(f) How do headteachers and teachers perceive the role collegial teams play in enhancing continuous instructional improvement?

(g) What are the perceived obstacles (difficulties) faced by those high schools which employ collegial teams and how do such schools overcome them?

(h) What recommendations would headteachers and teachers of Swaziland high schools employing collegial teams give for the betterment of the operation and 'effectiveness' of collegial teams

1.4 Hypotheses

In accordance with the basic indicators of collegial teams, this study assumed that all high schools in Swaziland which employ collegial teams exhibit the following characteristics:

(a) The stronger the team, the better the examination results at O' level.

(b) The examination results show improvement at least two years from the introduction of collegial teams onwards

(c) Teachers want to and are actually intensely involved in decision-making.

(d) If management strikes a balance in meeting teachers' personal and professional needs as well as organisational needs, then teachers are motivated to work harder.

(e) Higher salary doesn't motivate teachers to higher performance.

(f) Together, colleagues plan, prepare and evaluate the topics, methods and materials of teaching.

(g) Colleagues evaluate one another and share ideas and classroom practices.

(h) Headteachers encourage leadership density (having leaders across the school).

There is one central hypothesis of the study, namely:

- Headteachers and teachers share the perception that collegial teams play an important role in enhancing continuous instructional improvement, and that the latter is physically manifested in improving examination results.

1.5 Conceptual framework for the study

The conceptual framework used in this study has been developed by integrating concepts borrowed from three theories: McGregor's theory 'x' and 'y' and Maslow's hierarchy of needs (Van der Westhuizen,1991; Bruno and Nottingham,1976). Theory 'x' represents a manager who believes that workers are lazy, dislike work and would try to avoid responsibility. Consequently, theory 'x' asserts that people will work to fulfil the organisation's goals if they are forced, controlled, given orders and/or threatened by management. The other theory, is McGregor's theory 'y' which has the characteristics of the collegial model (working as colleagues).

Theory 'y' is directly the opposite of theory 'x'. It suggests that people have a built-in sense of duty. As a result, they like work, but can and actually do exhibit the facets of theory 'x' when and if they are operating under authoritarian contextual circumstances. As a corollary to this, they perform in a shoddy manner. Theory 'y' therefore sees the duty of the headteacher as one of creating and sustaining an 'enabling environment and/or context'(Davidoff and Lazarus, 1997) by sharing his/her vision of the school and authority with teachers as well as involving them in decision- making in the school. The

relevance of these two theories in this study is that each presents different management approaches to achieving organisational goals. So, this study used the theories to understand whether headteachers and teachers perceive the former or latter as being more effective in enhancing continuous instructional improvement. Since the former theory focuses on forcing workers and the latter on empowering them through involvement in decision-making, a third theory , Maslow's hierarchy of needs (Van der Westhuizen, 1991) was also used to cater for teachers' needs. It suggests that all people have as their highest need self-actualisation (doing ones' best). So, meeting the lower needs of people: physiological, security, love and recognition serves as a key to unlock self-actualisation.

Like any theory, the theories used in this study have their limitations. For instance, theories 'x' and 'y' tend to homogenise workers. Real life situation shows that neither all people apply themselves to work because of force nor involvement in decision-making. As for Maslow's theory, it would be difficult to meet all people's needs because they vary with age (Magagula,1991:1). Despite the stated and some unstated limitations, these three theories were used in an integrated manner to provide a useful framework for analysing, interpreting and understanding the perceptions of both the headteachers and teachers in order to test the hypotheses presented in chapter one.

1.6 Operational definition of key terms

This section provides operational definitions of some key terms that have been used in this study.

Collegial team(s): refers to a group or groups of teachers working together as colleagues; it denotes that the group(s) of teaching colleagues has agreed upon and hence are committed to searching out ways collectively to improve educational quality.(Adapted from Moeller and Mahan, 1971).

Collegial: the term suggests belonging to and/or cherished as a colleague by virtue of being in the same profession .(Adapted from Bruno and Nottingham (1976).

Continuous instructional improvement: shall refer to a situation whereby teachers as colleagues (community of equals and scholars) continually identify inadequate processes and systems in their pedagogy and curriculum, make critical recommendations to one another following peer evaluation or observation and actually improve the area of weakness. (adapted from Cornesky and Lazarus, 1995)

Effectiveness: refers to the extent to which the activities of a given school approximates the achievement of its stated and agreed upon goals and objectives within its own unique context.(Adapted from Hywell,1990:26).

Instructional Improvement: for this study, the phrase is not limited to delivery of material in class but has been used loosely to refer to all the activities or elements that go with teaching and learning e.g. subject content, teaching skills, teaching strategies, class management and interpersonal relationships.(see Appendix A).

Perception:- for this study perception shall refer to teachers' views based on practical school experience and/or the ensuing beliefs/convictions, values and 'feelings.' (adapted from Bolman and Deal, 1984; Magagula, 1991).

Role: The term shall be used in a rather evaluative way to refer to 'positive and better contribution made by'

Teachers: For this study, heads of departments are treated as teachers. However, for the sake of distinction in the presentation of results, their perceptions are reported separately as of heads of departments. Wherever teachers' perceptions are *considered together*, the heads of departments are included.

Team: is an interdependent task unit where each member functions to contribute to the common task or goal, and feel responsible to the teams' needs and commitment.(adopted from Yeoman, 1987).

1.7 Organisation of the study

This study is structured into five chapters. Chapter one provides a brief background within the framework of which the statement of the problem can be understood. Following the background is the aim, rational and research questions of the study. Also, the chapter states the assumptions and briefly discusses the conceptual framework which guided the study. Lastly, key terms are operationally defined. Chapter two provides a critical review of the literature.

Furthermore, chapter three focuses on the methodology employed in collecting and analysing the data for the study. Specifically, chapter four begins by showing that the report is mainly a qualitative case study. Then the data collecting instruments are discussed. These instruments are questionnaires, semi-structured interviews, non-participant observation and documentary analysis. The target population is described under instruments. Also, piloting, validity, reliability and limitations of the study are touched on in that order. Chapter four focuses on the presentation, analysis and interpretation of the findings. Finally, chapter five presents the conclusions and implications of the study for practice and further research.

Chapter 2

2.0 Literature review

2.1 Introduction

> *The enthusiasms expressed by teachers about their collaboration are persuasive. When schools are organised to promote joint-action, the advantages of collegial work groups are varied and substantial. Teachers' work as colleagues... equip individuals, groups and institutions for steady improvement; it helps to organise the school as an environment for learning to teach. (Little, 1990: 188)*

The introductory quotation above serves three purposes. First, it provides a sharp contrast with the prevailing dissatisfaction with the bureaucratic model and its individualised approach to teaching and learning as described in the background to the study. Second, it succinctly describes teachers' attitudes towards the recent collegial model and its collaborative approach to teaching. Third and last, it outlines the reasons why there is a growing body of international literature on collegial teams (Blanchard, et al, 1990; Chang and Curtin, 1994; Brandt,1991; Dyer, 1987; Lieberman, 1986 ; Little, 1990; Sergiovanni, 1995; Moeller and Mahan, 1971; Riches et al, 1992 and Stoll and Fink, 1996). Briefly, the growing body of literature indicates a growing awareness of the potential advantages (virtues) of collegial teams in facilitating continuous instructional improvement. Consequently, the review in this section of the study seeks to explore the available literature in order to establish either the reality or falsity of the above-mentioned dissatisfaction with the bureaucratic model and enthusiasm about the collegial model respectively.

2.2 The review

The review concentrates mainly on literature conceptions from school improvement and/or 'effectiveness', the collegial model, the bureaucratic model and the 'new' conceptions on school leadership.

The overall literature review on teachers working as colleagues show that most of the studies in the area mainly project a North American and partly a British experience. The writers who use the word 'collegiality do not usually define it. As Campbell and Southworth (1992: 62) rightly observe, the term is used as if its meaning was commonly understood. Thus the key operational definition the present study has chosen for collegial teams is 'teachers working together as colleagues.' This meaning is meant to echo the idea of professional interaction and collaboration among teachers.

Focussing on the interaction and collaboration of teachers, Little (1990: 165) in her study entitled, 'Teachers as Colleagues' points out that research on the work of teachers present two quite different portraits of teachers' professional lives,

> *Teachers are colleagues in name only. They work out of sight and hearing of one another, plan and prepare their lessons and materials alone and struggle on their own to solve most of their own instructional, curricular and management problems... some schools stand out for the professional relations they foster among teachers.*

The preceding quotation indicates that there are two situations that can be found in schools where teachers work. In some schools teachers are colleagues only in name. Each teacher does his/her work *alone.* What is interesting is the word choice Little

(1990) uses. She describes the teacher who is working alone as 'struggling to solve problems.' Other schools stand out for professional relations. The phrase 'stand out for' suggests being 'firm in opposition.' Rightly understood, the phrase illustrates the difficulty of the change process from one paradigm to another. Worth noting here is the fact that the teachers who work alone are not described as being professional. By implication working alone as a teacher is being unprofessional hence the pressure for change.

In another development, Campbell and Southworth (1992) Suggest that collegiality is a relatively new approach to management in education. The model has been promoted by the inspectorate since 1978, but it is already competing with the traditional bureaucratic model (Little,1990: 166). The understanding here is that inspectors know what is best for schools at different times. If they promote the model of collegial teams, then it must be a model of the time. It can be argued though that recommending one model for all schools tends to homogenise schools and their contexts. Next in the review is the discussion of certain findings on the two models.

2.3 Situation in some schools necessitating a shift from the bureaucratic model

Bruno and Nottingham (1976: 2) argue that they conducted an evaluative study on American elementary and junior high schools' education system. The study projected the instructional inadequacy of the bureaucratic model. It revealed that schools in America are good, however, few Americans would find them acceptable as they are. The

conclusion reached in the study was that schools need to be improved if society is to continue supporting them. Bruno and Nottingham (1976) define improvement as a *process of becoming better*. By implication, the preceding view suggests that teachers should keep on becoming better in their practices hence the culture of continuous instructional improvement the collegial model advocates.

Despite the above-mentioned need for improvement, the individualised approach was found to be unable to enhance a whole school continuous improvement. For instance, the study by Bruno and Nottingham (1976) further indicates that where the bureaucratic model of school management is in place, some teachers become better than others. Put differently, there are pockets of excellence. For instance, Bruno and Nottingham, (1976: 5) describe the situation in the following manner,

> *Ten percent of the teachers are excellent; ten percent are hopeless; eighty percent are the masses who are doing the job with varying degrees of competence and conscientiousness.*

The significance in recording the varying degrees of competence among teachers seems to be to project conditions that necessitate collegial teams' formation in American schools. In other words, if the excellent teachers' share ideas with and assist those described as hopeless and mediocre, a whole school improvement could be realised. Unfortunately, Bruno and Nottingham's (1976) study found that certain factors stood in the way of collegial teams' introduction and operation in schools. For this reason, the following sub-topic explores the hindering factors.

2.4 Some factors hindering the introduction and /or operation of collegial teams.

As hinted above, the differences in teachers' competencies would be expected to provide an opportunity for teachers to share ideas so that they help one another. However, Bruno and Nottingham (1976) suggest that most of the time such is not the case. An interesting study, a section of which deals with professional isolation, was conducted by Moeller and Mahan (1971). Their study found the factors which follow hereafter to contribute to professional isolation and hence hinder collegial teams. One of these factors is pride. They argue that for some teachers, the problem is pride. They point out that pride particularly affects those who are able to handle their classes and subjects well. The understanding is that for them, seeking advice is considered as a sign of professional incompetence. Seeking advice is tolerable and excusable only for beginning teachers.

Another factor is a belief that the teacher is 'an absolute monarch in their own classroom' (Moeller and Mahan, 1971: 38). According to Moeller and Mahan (1971), Becker's study in Chicago found that some teachers do not like being visited and/or talked to about teaching and learning. Such teachers insist on independence; for them consultation and collaboration are considered as encroachment on their legitimate authority in the classroom. Beckers' findings in Moeller and Mahan (1971) appear to challenge the belief that tends to homogenise teachers, especially the 'whole school' approach. It shows that teachers do not always think alike or want to do things the same way. The observation seems to suggest that some acting space should be provided for teachers with idiosyncratic excellence; that is, teachers who do not want to be on the team because they

are already doing well. At the same time, it seems such teachers should be sensitively helped to realise that if a student excels in one subject and fails the rest, s/he is still bound to waste time and money repeating the same class.

Furthermore, Moeller and Mahan's (1971: 38) study suggests that another source of professional isolation is ingrained traditions of teacher training colleges. While this observation sheds some light on the promoters of professional isolation, one finds it interesting that Moeller and Mahan (1971) assert that *most teachers* do not seek consultation with their colleagues. Schools have different cultures and socialise new teachers into their different cultures (Robbins, 1986). If it were training that makes teachers seldom ask or give unsolicited professional advice, then, by implication, schools would be having a homogeneous culture not heterogeneous as they seem to have.

Moeller and Mahan (1971: 35) bring their findings to climax with the following words,

> *Beginning teachers usually do everything to get their students learn. They show great interest in new teaching techniques and curriculum...it does not take too many years for their attitudes to change.*

Moeller and Mahan (1971) suggest that teachers are trained as professionals and they do want to do their work in order to accomplish as much as possible for their students. Somehow their professional expectations are frustrated. The source of the problem is implied in Moeller and Mahan's (1971) words that some headteachers constantly tell teachers that, "In this system (school) we cannot use a particular method..." (1971: 33). In short, according to Moeller and Mahan (1971) the overriding hindrance to collegial teams is organisational inflexibility. These authors maintain that the inflexibility can be

traced back to the traditional bureaucratic school organisation. Fullan and Hargreaves, (1992: 4) endorse this view. They argue that more than anything else, the problem is that contextual characteristics set boundaries to what teachers can do. Understood in this way, collegial teams are hindered by the 'current system' which seems to be conservative and individualistic (Bruno and Nottingham, 1976: 8).

To project the culture of individualism, Moeller and Mahan's (1971) study zeroes in on what headteachers, teachers and students do in conventional school organisation. Briefly, their findings are as follows: headteacher evaluates and supervises teachers individually, makes decisions unilaterally as well as is solely responsible for the operation of the school. Furthermore, teachers are concerned with their individual classes and not with other students in the school. It is noteworthy that even this concern seems to cease when the students move on to another class and teacher. As regards the students, the study shows that they are passive. This study takes note of the fact that it is within the jurisdiction of the headteacher as a primary agent of change (Fullan, 1992) to influence the culture of a school for better results. That is, the headteacher should not maintain the status quo to the detriment of the students' future. This being the case, the next sub-topic to be presented is the role of the headteacher in a collegial school culture.

2.5 Headteacher's leadership and management role in a collegial school culture

In a South African based study entitled, 'The Learning School,' Davidoff and Lazarus (1997:32) describe the role of the headteacher in this manner,

> *At the heart of school or any organisational life are leadership and management...it is these aspects of school life that ensure all other aspects are held together and developed*

The study just described offers two suggestions. First, it implies that the functions of leadership and management ought to be seen as complementary. Second, it suggests that leadership and management serve as an organisational 'glue' without which there is only a group of individuals, but no team. Furthermore, these authors define leadership as, "The *art of facilitating (influencing)* a school to do the right thing at the right time ...(whereas) management is the *discipline* required to ensure that the school does things right ..." (Ibid.: 32). In this context, it is implied that management refers to knowing what to do in a school (of rules and procedures) and it seems linked to resources. Leadership, on the other hand, appears to refer to being strategic as a headteacher: knowing not only what to do, but even more so, how and when to do for best results. The above-mentioned study sheds some light on the fact that the basic role of the leader is to have a clear vision and articulate the vision such that s/he gets its shared ownership which is a prerequisite for shared goals, decisions and hence shared commitment in pursuing the goals.

It needs to be stressed that the above analogy should neither be seen as a digression nor a discussion. In fact, it is a review that seeks to establish the fundamental reasons throwing some light on how and why the bureaucratic model of management is threatened with being 'shifted aside'. The reason for the shift is implied in Suzaki's (1993:200) study in which he seems to have reached the conclusion that while doing things right (efficiency) is important, it does not count unless one is doing the right things(effectiveness).

Needless to say, briefly, the preceding discussion has tried to show the crucial role of the leader (headteacher) in collegial teams. The likely questions at this juncture may be: Is there no leadership in the traditional bureaucratic model of management to forestall the weaknesses so that the model continues given that it also has its own advantages ? If there is, why is it that individualism prevails? Sandras' (1989) study answers these questions.

Seemingly contrasting the leadership focus of the bureaucratic model and collegial one, Sandras (1989:17) states that in the past the focus was on hiring a lot of hands (workers), but hardly ever used the heads that go with the hands. Presently, the focus is on letting the teachers say what is to be done and how because they are not only experts, but also implementers of the decisions taken in schools. In a nutshell, Sandras' (1989) study stresses the importance of involving teachers in decision-making for purposes of ownership, motivation, mutual commitment and implementation. The corollary of the preceding observation is that leadership in the bureaucratic model does not see teachers as people with heads, but hands (Sergiovanni, 1995) thus the need for the collegial teams' model.

In winding up this section of the review, it is important to point out that Hargreaves (1994:85) warns headteachers that collaborative relations arise not from administrative compulsion, but from perceived value of working together. This warning makes it necessary to briefly review the 'three faces' of collegial teams.

2.6 Three 'faces' of the culture of collaboration

A study conducted by Fullan and Hargreaves (1992) reveals that the work culture of teachers can be seen as threefold. They term the different cultures 'faces'. The cultures described by Fullan and Hargreaves (1992:72- 78) are as follows:

(i) Balkanised teacher culture

It is characterised by some teachers spending time, working, talking and/or socialising with some teachers (like-minded/common interests) more than others. The relevance of this face to collegial teams is that the study described above suggests that if this face dominates in a school, it tends to impede school wide acceptance of particular practices (e.g. collegial teams) and may even inhibit fruitful discussions because of group -think.

(ii) Contrived collaboration

This face can be described as one under the headteacher's full control and regulation. According to the study by Fullan and Hargreaves (1992 77), this face is characterised by a, "set of formal, specific bureaucratic procedures to increase the attention being given to joint teacher planning, consultation..." Two examples of formal procedures are fixed meeting times and headteacher determined training programmes. Fullan and Hargreaves (1992) contend that this face has been criticised for imposing rather than facilitating teamwork among teachers.

(iii) Comfortable collaboration

The study by Fullan and Hargreaves (1992) divided this face into two: bounded and unbounded collaboration. In the former, teacher interactions are in the form of advice-giving, teaching strategies and material sharing, but do not extend to the classroom. In this way, there isn't any practical joint-work and observation yet these should constitute key areas in collegial teams. The latter face can be described as genuine collegial teams. The above-mentioned study points out that this face focuses on what is taught and how it is taught (subject content and teaching/learning strategies). This face is characterised by joint-work, peer observation and reflective practice. Fullan and Hargreaves (1992:77) sum up its aim in this manner, "Examines existing practices critically, seeking better alternatives and working hard together at bringing improvement." It is important to point out that the present study focuses on this last face of collaboration among teachers. At this juncture, it is deemed appropriate to proceed to outline some indicators of collegial teams.

2.7 Outline of indicators of collegial teams

In her study on 'Teachers as Colleagues,' Little (1990: 177-179) discuses what she terms 'critical practices' in schools where collegial teams are employed. These practices, hereafter called 'indicators,' in outline form are as follows:

(i) Colleagues talk to one another about teaching often, but teaching is not the only topic.

(ii) Discussions are heard in the faculty lounge,...office, workrooms...unused classrooms.

(iii) Together, colleagues plan, prepare and evaluate the topics, methods and materials of teaching.

(iv) Colleagues teach one another about new ideas and new classroom practices...in favour of ...continuous scrutiny of practices and their consequences.

(v) Formal occasions of in-service training are organised so that teachers can train together and train one another.

(vi) There is peer observation and peer coaching.

The significance of outlining the indicators of collegial teams in this study is threefold. First, the advantages of employing teamwork over professional isolation emerge as one goes down the outline. Second, it is through them that this study understands the nature and extent of teamwork in the case study schools. Third and last, it seems it is through their critical analysis that the limitations of employing collegial teams project.

2.8 Limitations of collegial teams

The literature reviewed show that only through 'gleaning' can one come up with limitations. Three authors, each presenting a different aspect, discuss the limitations. The first limitation is presented by Fields (1998) who tackles the limitation from an interpersonal conflict perspective. The study by Fields (1998) found that teachers' engagement in collaborative decision-making with school administrators and colleagues

seems to create conflict. According to the study, when teachers work together, they expose just how ill-prepared they are for the demands of collaboration and shared decision-making. Put another way, during professional training, teachers have had no training in conflict resolution strategies and /or group dynamics.

In another development, Weiss (1986:130) argues that some educators and writers oppose participative decision-making. They feel that it tends to destroy individualism and promote conformity thus people no longer think for themselves.

Furthermore, Moeller and Mahan (1971) argue that time-constraints militate against collegial teams' implementation in schools. Their studies show that the time for teachers to work together, share ideas, and observe one another at work is often unavailable during school hours. The observation is said to be particularly true at primary level where teachers' working schedules are often tight because of lack of teacher specialisation. Worse still, Moeller and Mahan's (1971) argue that consensual decision-making tends to take time. They argue that studies indicate that a lot of time is taken while teachers try to reach an agreement on issues of concern. Lastly, Sergiovanni (1995:83) suggests that the nature and extent of collegial teams tend to hinge so much on the headteacher's attitude, leadership skills and commitment. In view of the limitations of collegial teams, the concern becomes whether or not collegial teams can still enhance instructional improvement. The concern is taken care of next.

2.9 Students benefits when teachers work as colleagues

Apart from her own, Little (1990: 167) cites a number of studies which, in her own words, *offer vivid accounts of the classroom pay offs that follow teachers' joint efforts.* Her findings can be summarised in the following manner. As teacher colleagues continually examine and test new ideas, methods and materials, they develop a collaborative culture of continuous improvement. The culture develops first in the teachers themselves as learners; then in the school through shared leadership, and ultimately in the classroom. It is for this reason that Little (1990: 167) argues that the relations that teachers establish with fellow teachers must be judged by the ability to make teachers' relations with students more productive and satisfying. The following quotation sums the practical benefits of collegial teams very well,

> *Some studies offer vivid accounts of the classroom pay offs that follow teachers' joint efforts. Teachers who have worked together closely over a period of years celebrate their accomplishment by pointing to gains in the achievement, behaviour and attitude of students...teachers in a junior high school traced both their remarkable gains in maths achievement and the vital elimination of classroom behaviour problem to ...work as a group.(Little, 1990: 167)*

The general picture that is painted by Little (1990) and the colleagues she cites is that collegial teams result in practical improvements in the classroom. At this juncture, it seems proper to balance the findings by mentioning that whether or not improvement occurs depends on each school's unique contextual factors. Treated next are reasons for using O' level results to measure instructional improvement.

2.10 Reasons for the use of O' level results to measure instructional improvement

The use of O' level results in this study is based on Mortimore's (1990) recommendation that public examination set and marked externally to the schools have the advantage of minimising local educational bias. However, in cognisance of the fact that students and their backgrounds, staff and their skills, schools and their ethos (Mortimore, 1990: 72) are not the same, this study chose that each school be assessed in its own terms (Harber and Davies,1997). 'Own terms' means that it is not a comparison of performance between schools that is at issue. Instead, the focus is on whether or not schools employing collegial teams in their own contexts do experience instructional improvement. To measure the continuous instructional improvement, students' external examination results have been used.

2.11 Swaziland perspective of collegial teams

The review of related literature shows that to date, no studies have been conducted in the area of collegial teams in particular. However, this should not be understood to mean that collegial teams do not exist in some of the schools in Swaziland. For instance, it is possible for some schools to employ collegial teams' strategies without necessarily calling them collegial teams.

As pointed out in chapter one, the few studies on Swaziland schools that shed some light on the work of teachers were all conducted by Magagula (1988, 1991 b). The former is an analysis of Swaziland high school performance level. The latter, is on the level of bureaucratisation of schools in Swaziland. The closest to the tenets of collegial teams is a presentation by Magagula (1995) to headteachers on impediments to, strategies for, and administrative styles of personnel management. Let it suffice to point out that Magagula (1995:3-7) seems to see collegial teams as contributing to continuous instructional improvement more than the traditional bureaucratic model. The observation can be deduced from his linking of shoddy O' Level performance with the bureaucratic context that he claims prevails in local schools.

Another deduction can be made from an analysis of the speech mentioned above. In particular, the pointers to collegial teams are implied by the new system he proposes. The 'climax' of the presentation on the new system he advocates reads thus,

> *The winds of democracy... have begun to blow even in our schools; should we be like the strong tree which stood on the way of a strong tide and was uprooted? Or like the reed which was flexible, adapted to the changing times, and survived... what I am suggesting is, we need to change our administrative styles with changing time (Magagula, 1995: 7)*

An interesting thing to note in the quotation above is the picture of the two models of management he paints. These are represented by 'strong tree' and 'flexible reed' respectively. The strong tree seems to suggest the bureaucratic model and the flexible reed is the collegial model. Even more striking is the fact that the strong tree ends up uprooted. In winding up this section of the review, this study realises the serious

limitations imposed by the lack of sufficient literature on the Swaziland perspective of collegial teams. In particular, the study acknowledges the possibility of the researcher being biased by the one researcher's view.

2.12 Justification for the research focus of the study

The literature reviewed on collegial teams tend to have two limitations which justify the research focus of the present study. The first one is a methodological limitation. Most of the studies present the experience of teachers working as colleagues in elementary schools or primary schools. Where the focus is on junior high school, none of the researchers has tried to establish headteachers' and teachers' perceptions of the role of collegial teams in enhancing continuous instructional improvement per se. Furthermore, the sample size seems to have been large, either anything between six schools and above or all the teachers in a school were interviewed.

The second and last limitation is a contextual one. The research studies generally give the experience of developed countries, mainly North America and the United Kingdom. The present study, therefore, seeks to zero in on: a developing country, Swaziland; explore perceptions of high school headteachers and teachers; use a small sample of two schools with a specific focus on only three 'problem' subjects: Maths, Science and English.

2.13 Conclusion on the review

The review has revealed that both the traditional and collegial team school organisation have their strengths and limitations. Despite the many limitations of both models of management, the educational needs of the learners still have to be met. As such, the students have to be assured of quality education. Unfortunately, most of our schools' traditional systems cannot now guarantee the desired professionalism and quality of school programs (Moeller and Mahan, 1971). For instance, bureaucracy seems to fail to enhance job satisfaction, motivation, communication and to develop the expertise of staff. Yet the current school system appears to demand the above-mentioned elements. It therefore appears that the collegial team mode of organisation claims to offer these necessary elements of teacher professionalism and continuous instructional improvement needed as we approach the twenty-first century. The observation makes it necessary to solicit headteachers' and teachers' perceptions of the role of collegial teams in enhancing continuous instructional improvement. The reason is simple. These role players are not only professionals in the field of teaching, but also implementers of the tenets of the new model. So, to solicit their perceptions is to empower them to be involved in collegial teams willingly and happily should the model be adopted.

Chapter 3

3.0 Research methodology

3.1 Introduction

This chapter discuses the research methods and procedures that were employed by this study to collect and analyse the data. Precisely, the chapter discuses the following sub-topics: case study, population sample, methods of data collection: questionnaires, semi-structured interviews, non-participative observation and documentary analysis. Following the discussion of the preceding elements is the treatment of pilot study, validity and reliability, data analysis, and limitations the study.

3.2 Case study

This research is a qualitative case study which seeks to establish headteachers' and teachers' perceptions of the role of collegial teams in enhancing continuous instructional improvement in two high schools in Swaziland. The study draws on some simple quantitative techniques in order to supplement the qualitative method. According to Fraenkel and Wallen (1990), some of the characteristics of a qualitative research method are: the natural setting is the direct source of data, the data; are mainly collected in words rather than numbers. The reason for using a qualitative approach is well explained by Hopkins and Antes (1990) and Cohen and Manion (1994). They assert that the approach

is suitable for studying conditions as they currently exist and also, it allows one to gain access to what is inside a person's head (perceptions). These above-mentioned elements were the main concerns of the present study.

Bell (1993) observes that the limitation of a case study is the fact that in it there is no claim to representativeness. Similarly, the two schools selected were by no means representative of all the schools in the country. So, the intention was to gain some in-depth insight based on a small scale survey. The hope in undertaking this study was that, the insight thus gained would provoke a large scale investigation of the topic under study. In the Mean time, generalisations only within the contexts of the study could be made since the interviews were in-depth.

3.3 The sample

According to MacMillan and Schumacher (1993), it is better to do a small study well than a large study poorly. So, for purposes of manageability and detail, for this study a sample of one headteacher, three heads of departments and three teachers were chosen from each school hereafter designated schools A and B. The selection of the two schools and sources of data was based on a purposive sample. As Fraenkel and Wallen, (1990: 76) together with McMillan and Schumacher (1993) assert, a purposive sample suggests that researchers do not simply study what is available, but they handpick information-rich key informants to be included in the sample. The choice of subjects is made on the basis of the researcher's judgement of their typicality and for a specific purpose. Thus for the

present study, the teachers were selected from their respective departments: English, Maths and Science. The purpose (reason) was that these subjects are nationally deemed very difficult to pass at O' level in Swaziland. At the same time, they are a key local university entrance prerequisite. It is generally felt that students may do well in these subjects 'only' if teachers put a tremendous amount of effort and/or work as a team. This explains the presence of the association of Maths and Science teachers and the frequent national workshops and seminars for English.

On the other hand, the headteachers were selected because they are the ones who can either block or introduce and support collegial teams in schools (Fullan, 1992). As such, they were considered knowledgeable about collegial teams in their schools.

The selection of the schools was done on the basis of 'good' results and the degree of teamwork in the schools as judged by the indicators of collegial teams used. From the initial eight schools, two schools were finally purposively selected for this study. Further details on the selection of schools are given under data collection.

3.4 Data collection and instruments used

Data collection for this study took place in October, 1998. This time was chosen because it coincided with university break. Before October, it was not possible to collect the data because I was still attending classes. As I was in South Africa at the time, I phoned the headteachers of the selected schools for permission to conduct interviews. Also, I

conducted telephone interviews to establish whether or not the headteachers, at this stage, would say collegial teams exist or not. The significance of the telephone interviews was that I did not want to waste time on schools which did not have collegial teams. It must be emphasised that on arrival in Swaziland, I followed up with personal visits to talk to the headteachers in some detail regarding the existence of collegial teams. Also, the visit was a means of submitting the letter of request for interviews (see Appendix J). The permission was granted in each of the schools.

As for the data collecting instruments, this study used: semi-structured interviews, questionnaires, non-participant observation and documentary analysis. The dominant data collection method was the semi-structured interviews for reasons stated under the relevant instrument. The use of different collecting instruments can be justified in terms of triangulation. Cohen and Manion, (1994: 233) argue that exclusive reliance on one method may bias or distort the researcher's picture of the particular slice of reality s/he is investigating. Thus the situation just described entailed using four methods so that the weakness of one method would be compensated by the strengths of the others. I now turn to discuss the data collection instruments .

3.4.1 Questionnaires

The need to establish a broad picture of the nature of collegial teams in the selected schools in Swaziland entailed that an interview schedule be preceded by a questionnaire

survey. The fifteen (15) items questionnaire (see Appendix B) had been designed with the help of indicators of collegial teams (Little, 1990). It was such that all the questions (and sub-questions) except question five (5) required the respondents to indicate their perceptions of collegial teams as experienced in their schools. They were to tick on a scale ranging from one (1) = not at all to five (5) = very much so. Question five required the respondents first to indicate whether or not they thought collegial teams improves the performance of teachers and pupils more than the individualised approach to teaching/ learning. Required next was for the respondents to justify their response in writing.

The responses to the questionnaire were designed to project the following situations: whether or not collegial teams exist in the selected schools; the nature of collegial teams; whether teachers think collegial teams do improve teaching and learning; lastly, to identify areas of agreement and disagreement if any. It is in this light that the responses to the questionnaire survey are said to have guided the researcher in the construction of the interviews.

The questionnaire was administered by the researcher in person and left with the interviewees for seven (7) days after which the researcher physically collected them. This approach enabled the researcher to explain the purpose of the study and to establish the deemed necessary rapport with the respondents as well as to fix a precise day and date for the collection of the responses to the questionnaire.

3.4.2 Semi-structured interviews

In each school the respondents in the interviews included the headteacher, three heads of departments, and three teachers. The interviews were conducted in the respective schools' assigned classes for teachers and office for headteachers to forestall disturbances. Because the respondents felt comfortable with English, all the interviews were conducted in English.

The study employed face- to- face semi-structured interviews with open-ended questions and a tape recorder which was used with the permission of the respondents in each case. The use of open-ended questions was an attempt not to bias the data collected; instead they were designed to solicit unique responses. Furthermore, the semi-structured interviews afforded the interviewees freedom to talk about the topic (Bell, 1987) and the interviewer some space to "modify the sequence of questions, change the wording, explain them or add to them" (Cohen and Manion, 1994:271). The researcher was aware of and guarded against the danger of using semi-structured interviews which, among other things, is the possibility of influencing interviewees by contingency questions posed for clarification (Hopkin and Antes, 1990). As stated earlier on, by and large, the weaknesses of this instrument and the others were minimised by employing triangulation (Bell, 1993; Carruthers, 1990). Individual interviews lasted between fifty (50) to sixty (60) minutes. The questions were categorised according to themes as guided by the research questions.

3.4.3 Observation

Observations were used in this study in the awareness that interviews are necessary but not sufficient. The latter is stated by Bell (1993: 9) that direct observation may be more reliable than what people say in many instances.

Furthermore, this study employed both formal and informal observations. In the formal observation, the researcher observed teachers teaching for two periods per class. The focus of the observation was to check whether or not teachers use team approaches (see Appendix E for schedule). The researcher only needed to tick mostly in order to show the presence of phenomena. However, a few lines of notes were written in some instances. As for the informal observations, through out the researcher's presence in the schools, each time any word, action or behaviour projecting teamwork or lack of it, was seen, it was immediately noted down accordingly. It needs to be pointed out that during the period of administering the questionnaire, the subjects were told that they were being observed.

3.4.4 Documentary analysis

In an understanding that the degree of usefulness and possibility of employing collegial teams in schools largely depends on evidence that teams actually improve students'

performance, the researcher saw the need to conduct documentary analysis. The analysis also helped to cross-check the data collected from the other instruments. For purposes of quoting and referencing, each document was assigned an appendix letter.

Bell (1993: 68) states that documents are twofold: primary and secondary; for instance, minutes of teachers' meetings and continuous assessment records are primary sources. It was the intention of this study to consult these as well. Unfortunately, the researcher was denied access to minutes. At any rate, O' level results and an appraisal form were consulted in school B , but the latter could not be obtained in school A.

3.5 Pilot study

Bell (1995: 65) stresses that all data gathering instruments should be piloted (pre-tested) to ensure that the data collected is valid and reliable. In this study, the pre-testing of the questionnaire, interview and observation schedules were conducted on three teachers, three heads of departments in English, Maths and Science and the headteacher of the high school where the researcher had been heading.

Following Magagula's (1991: 102) advice, regarding the questionnaire, respondents were asked, not only to complete the questionnaire, but to evaluate all the elements of the questionnaire with regard to question wording, order, redundancy and clarity. In the light of the respondents' valuable comments and suggestions as well as the researcher's preliminary analysis, the instruments were refined mainly in wording and sequence.

3.6 Validity and reliability

To ensure content validity, the instruments were given to one student pursuing a Doctoral degree , the supervisor and two Master of Education students in the faculty of Education to go through them critically. For reliability, the instruments were piloted as already stated under 'pilot study' above. Effort was made to select a sample which resembled that of the study.

Other self-devised strategies employed to ensure reliability included asking the same questions slightly differently to the same subjects. The intention was to check if the data obtained would be the same. Lastly, during questionnaire distribution, an attempt was made to establish a rapport with the subjects. This helped in making them open and willing to share their views.

3.7 Limitations of the study

(a) Because of the time factor and financial constraints, the study focused on three departments in the schools. A more complete picture of collegial teams' role could be obtained by focusing on all the teams in the schools and even slightly more than two schools. Given the plight, the researcher resorted to in-depth study than large sample size and shallow details.

(b) The findings of the study are delimited to the teachers in the selected departments and headteachers of the two high schools in Swaziland and therefore cannot be

generalised to other schools in Swaziland. However, given the in-depth nature of the study, the same findings can be used as a stepping stone for a larger scale study.

(c) At least one staff meeting in each school was supposed to be attended. Unfortunately, no school held a meeting during the data collection period. To fill the gap, classroom, staff room and general observations were made as all schools could not allow the researcher any access to minutes of staff meetings (See Appendix H).

(d) In each school, the researcher spent a week. More time could have done. However, dire shortage of accommodation in the schools meant driving from home to school each day. This distance ranged between 100-200 km a day. The funds for the study did not allow more than a week of commuting.

(e) The 1995, 1996, 1997 analysis of the O' level results initially targeted to illuminate the study could not be secured as planned. Instead records for different years in the two schools were obtained. Fortunately, the aim of the study was not comparing performance between schools. Instead, the comparison was between teams within a school.

3.8 Analysis of data

This study employed the technique of content analysis as recommended by Vithal and Jansen's (1997). First, the interview data which had been tape recorded from the two

schools were transcribed from the tapes onto paper. However, the names of the schools were withheld for the sake of anonymity. For reference and identification, the schools were coded using alphabets. Thus the schools became school A and B respectively.

Second, careful reading of the data from all the collection instruments was done. This was followed by the establishment and writing of categories (thought units) on cards. Third, the cards which seemed to go together in terms of categories (themes) were put together. The next thing was naming (labelling) the categories. At this juncture, incomplete and irrelevant data were discarded. Also, some categories were combined. The final result was the themes (topics) as presented under chapter four.

This method was used for two reasons. It allowed the categories and patterns to emerge from the data. The implication is that the researcher did not impose these patterns. Also, this method allowed the researcher to present the findings mainly as a narration (description). Description was considered to be in keeping with the attempt by this study to establish and record headteachers' and teachers' perceptions. It is important to mention that some simple statistics and tables (see tables 1-6) were employed to back up and/or illuminate the narration. The tables entailed some simple computer work which the researcher could handle himself.

Chapter 4

4.0 Presentation, analysis and interpretation of data

4.1 Introduction

The general aim of this study, as stated in chapter one, was to establish and record headteachers' and teachers' perceptions of the role of collegial teams in enhancing continuous instructional improvement. Consequently, this chapter presents the results of the analysis of data obtained from a combination of questionnaires, interviews, documentary analysis and non-participant observation. The responses by heads of departments are presented separately from those of teachers. However, where teachers' perceptions in general are considered together, teachers and heads of departments are treated as a unit (group). This chapter begins with a brief description of the two schools under study. The description is then followed by a presentation of all the tables in the study. This is meant to orient the reader with data which is basic for the understanding of the discussion later on. The data in general is then presented according to themes. The chapter concludes with a summary of the overall findings pertaining collegial teams in the two schools. As per the request of the respondents, the schools' names shall remain anonymous. For identification and reference, the schools are hereafter called schools A and B.

4.2 Brief description of the schools

School A is a state-aided urban school in the Shiselweni district of Swaziland. The school has forty one (41) teachers and eight hundred and eight (808) pupils. This school is bigger than school B in terms of the number of teachers and pupils; hence it has one headteacher and two deputy headteachers both of whom are males. The school is both a boarding and a day school. Despite the fact that this school is pretty old, general observation showed that the school is well fenced and maintained. Neither any broken window nor piece of paper could be seen in the school premises.

School B is a private government-aided urban high school in the Lubombo district in the Northern part of Swaziland. The school has twenty nine (29) teachers and five hundred and fourteen (514) pupils. The school is smaller than school A. It has one headteacher and one deputy headteacher both of whom are males. School B is a day school. Like school A, this school is well-fenced and maintained. Contrary to school A, all the classrooms have fans. The latter seems to suggest that the school is better resourced than school A.

4.3 Presentation of tables

Table one below shows a comparison of the two case study high schools in Swaziland.

Table 1 Comparative table of the two case study high schools in Swaziland

Item	School A	School B
Type of school	government-aided	Government-aided (private)
School location.	Urban	Urban
Headteacher's experience (yrs)	One year	Above 5 years
Gender of headteacher	Male.	Male.
Headteachers' highest qualification.	Degree.	Degree.
Number of teachers.	41	29
Number of pupils.	808	514

Table 1 shows a comparison of the two selected schools in terms of school type, location, experience of headteacher, qualification as well as the number of teachers and students in the respective schools. The relevance of the comparison of the schools to the study is that it tries to paint a picture of the size of each school and the implied leadership competence of the management. The management competence is suggested by the qualification and experience of the headteacher. The general understanding of teams is that the smaller the school size in terms of staff, the better the operation of collegial teams is most likely to be. The assumption behind such reasoning is that every teacher has a high chance of being heard in whole staff meetings.

Table 2 Questionnaires issued and returned per school

Item	School A	School B
Number of questionnaires given to teachers from each school.	7	7
Number of questionnaires returned.	7	7
Overall total number of questionnaires returned.	7	7
Overall percent (%) of the questionnaires.	100%	100%

This table shows that in all, seven (7) questionnaires were personally distributed to the two schools. All the questionnaires were fully answered and returned. The responses have implications for the rapport that was established prior and the co-operation it received.

Table 3 Teachers interviewed per school

Item	School A	School B
Head teacher. (HT).	HT	HT
Head of department (H o D).	Eng, Maths & Scie	Eng, Maths & Scie.
Teachers.	Eng, Maths & Scie.	Eng, Maths & Scie.

In each school, seven (7) teachers including the headteacher were interviewed. These teachers were purposively selected from three departments: Maths, Science and English. They represent subject teams in their schools as stated in chapter 3. Once again, the three subjects were chosen on the grounds that they are considered too difficult both to teach and to pass hence call for teamwork. The headteachers were interviewed as 'visionated' administrators and therefore initiators and sustainers of teams in their schools.

Table 4 Teachers and heads of departments' rating of collegial teams indicators in their schools.

Key: **1** = not at all, **2** = only slightly, **3** = somewhat , **4**=for the most part = **4**, **5** = very much so

		School A					School B				
Questions	**Iterm**	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**
2. Teams objectives are clearly defined, understood and shared by all members.	Teacher			1	1	1				2	1
	HoD			1	2					2	1
3 (a) Roles and responsibilities are clearly defined and understood by all members.	Teachers			1		2					3
	HoD				1	2			1	2	
(b) Team members have a clear understanding of each other's skills and expertise, hence change roles when it is required to achieve their objectives.	Teachers					3					3
	HoD			1	1	1			3		
(c) Team members are encouraged to seek other's skills and expertise to answer questions, solve problems etc.	Teachers				1	2					3
	HoD				1	2				1	2
(d) Trust and openness are exhibited by team members.	Teachers			1		2			1	2	
	HoD			1	2				2	1	
(e) Team members feel free to try new approaches to teaching (initiate change when they see a better way of doing things).	Teachers					3				3	
	HoD				3					2	1
4 (a) Team members function smoothly because we have rules behaviour to guide us.	Teachers		1		2				3		
	HoD			1	2				2	1	
b) We come to agreement about how objectives are going to be accomplished and/or measured.	Teachers				2	1			2	1	
	HoD			1	1	1			2	1	
(c) Good performance is recognised and praised by the administration.	Teachers				1	2					3
	HoD			1	2						3
(d) The administration is open to new ways of doing things.	Teachers					3					3
	HoD				1	2				3	
(e) Members spend time planning before they act; they know what will be done, who will do it and by when.	Teachers		1		2				3		
	HoD				2	1			2	1	
(f) Members are open to feed back on their performance.	Teachers		1		1	1				3	
	HoD			1	2					2	1
(g) The administration discusses issue and gets facts and opinions before decisions are made or problems are solved.	Teachers				3					3	
	HoD				2	1				3	
5. Team work (working as colleagues) improves the performance of teachers and pupils.	Teachers					3				3	
	HoD					3				3	

This table employs some indicators of collegial teams in which three teachers representing their respective subject teams in each school were asked to tick the category which represented their opinions on each statement. The heads of departments also rated the items in their capacity as team leaders. The scale used ranged from one (1) = not at all to five (5) = very much so. The aim of the rating was to determine the nature of teamwork through teachers' and heads of departments' perceptions. The significance of the nature of teams was to double check the responses the respondents had given to question one of the questionnaire where they had to tick 'yes' or 'no' regarding whether or not collegial teams exist in the two schools. The importance of this piece of information was that the study intended to establish and record the role of collegial teams from respondents' perceptions based on practical experience in their school.

Table 5 Frequency table showing teachers' and heads of departments' perceptions of the degree of collegial teams per team in the selected schools.

Key: not at all = **1**, only slightly = **2**, somewhat = **3**, for the most part = **4**, very much so = **5**,

teacher (T), head of department (HoD).

	School A					School B				
Item	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**
English (T)	0	3	3	3	5	0	0	3	6	5
Maths (T)	0	0	0	6	8	0	0	4	5	5
Science (T)	0	0	0	4	10	0	0	2	6	6
English (H o D)	0	1	5	6	2	0	0	6	6	2
Maths (H o D)	0	0	2	8	4	0	0	5	8	1
Science (H o D)	0	0	2	5	7	0	0	1	8	5
Teachers' and heads of departments' frequency: English	0	4	8	9	7	0	0	9	12	7
Maths	0	0	2	14	12	0	0	9	13	6
Science	0	0	2	9	17	0	0	3	14	11

Table 5 is a frequency table showing teachers' and heads of departments' perceptions of the degree of collegial teams realised in each team. The table is derived from respondents' perceptions in table 4. The scale used ranges from one (1) = not at all to Five (5) = very much so. In the table, one (1) suggests that the team representative perceived that there is absolutely no teamwork in his/her department while five (5) indicates the highest possible degree of teamwork. So, the numbers one to five in the

table show each representative's perception of the degree of teamwork. The actual team strength is obtained by considering each teams' frequency only in the 'very much so' column under heads of departments and teachers perceptions combined.

Finally, table six (see following page) shows pupils' performance at O' level in two years. This table was derived from four separate documents showing O' Level results for two years in a series in each school (see appendices F and G). As can be seen and as explained earlier on, the results show different years for the two schools because it was not possible to obtain the results for the same two years in both schools. The purpose of the results is to check if the documentary analysis corroborates with respondents' perceptions concerning the role of collegial teams in enhancing continuous improvement. The improvement is seen by comparing the overall percent credits per subject team not just 'separate' credits. The reason for opting for the percent credit is that the 'percent' places all the subjects on a par regardless of the number of students in the class.

Table 6: Analysis of O`level results showing continuous improvement

		English										Maths										Science									
		1	2	3	4	5	6	7	8	9	% C	1	2	3	4	5	6	7	8	9	% C	1	2	3	4	5	6	7	8	9	% C/R
Schools	Years																														
A	1995	0	0	2	2	1	10	47	33	13	15	4	2	11	8	9	25	20	9	23	59	1	0	3	1	4	6	7	6	1	15
	1996	0	0	1	1	1	2	20	35	23	6	3	5	17	2	10	17	9	12	7	66	2	7	15	2	2	2	0	0	0	100
B	1994	0	0	- 3 -		- 7 -		17	29	11	15	0	0	- 5 -		- 10 -		14	6	32	22	0	0	0	0	- 8 -		5	9	5	29.6
	1995	0	0	0	2	5	6	11	12	4	34	1	0	6	1	2	7	8	9	7	42	0	1	1	5	3	0	1	1	1	76

4.4 Respondents' understanding of collegial teams

Since the responses to whether or not collegial teams exist in the schools hinge on respondents' understanding of collegial teams, the first question (see Appendix B) of the interviews required respondents to describe the characteristics of collegial teams as they understand the term. The responses from the two schools varied in wording, but basically meant the same thing. For instance, the common responses were: working together, helping one another, team-teaching, sharing ideas, mutual identification of areas of weakness and helping accordingly. These characteristics are somehow complementary in defining collegial teams. The most interesting characteristic was given by the head of the Science department in School A. She put it in this manner,

> *Collegial teams are characterised by different teams of teacher colleagues who have seen the need and have agreed to work together for the good of the students.*

It was interesting to note that the responses to the same question phrased differently in the questionnaire were similar to the above-mentioned ones. The conclusion reached from the responses was that the respondents have the necessary basic understanding of collegial teams. The understanding was deemed necessary in ensuring that the respondents could be relied upon to give valid information.

4.5 Existence and nature of collegial teams in the schools

With reference to the question concerning whether or not the interviewees think collegial teams exist in the schools, all the teachers, heads of departments and headteachers in both

schools unanimously agreed that collegial teams exist. Table four presented earlier on in this chapter, shows another way in which the same question was asked differently. The different phrasing was done in order to ensure trustworthiness of the data collected. Headteachers were not required to answer the question because in some schools in Swaziland headteachers do not teach. This implies that they may not have first hand perception necessary for rating the questionnaire items. So, only heads of departments and teachers were asked to rate the basic indicators of collegial teams.

The way respondents rate the indicators would show if collegial teams actually exist. Table 5, derived from table 4, indicates that the 'not at all' (no teamwork column) shows a frequency of zero across the teams in the two schools. This observation was interpreted to mean that collegial teams exist. The next thing to do was to establish the nature of the collegial teams .

The nature of collegial teams in the two schools can be understood by referring to table 5 and looking under teachers' and heads of departments' frequency (perceptions) combined. For this study, the strength of each team is obtained by reading off the frequency of the perceptions as given only under 'very much so'. Understood in this way, in school A the order of strength (nature) can be described as follows: the strongest team is Science (with 17 units) followed by Maths (12 units). The last one is English (9 units). In School B, the strongest team is Science (with 11 units), following this team is English (7 units). The last one is Maths (6 units).

4.6 Role of collegial teams in enhancing continuous instructional improvement

Since the headteacher has often been cited as a key figure in introducing and sustaining collegial teams, this section of the presentation begins with headteachers' perceptions. The question for this part of the report required respondents to give their views on whether or not collegial teams play any more significant role than the traditional individualised approach in enhancing continuous instructional improvement. In framing this question, the objective was to explicitly focus the respondents on whether or not they see the role of collegial teams as minor or major (more significant).

In response to the question, the headteacher of school B pointed out that he believed that collegial teams can and do play a more significant role than the traditional approach. However, he felt that,

> *The problem is that with the growing pressure for schools to be democratised, it is becoming difficult to tell the difference between those headteachers who endorse (pay lip service to) collegial teams and those who honour it.*

Probing revealed that those headteachers who endorse teams advocate, but do not fully value and support teams. Honouring teams was said to refer to a situation where the headteacher advocates, establishes and willingly fully supports the teams as they develop. The headteacher was of the conviction that honouring collegial teams begins with genuinely valuing the norms of teamwork and a willingness to sacrifice the anxiety of losing one's sense of authority on the alter of pupils' interests.

In another development, the headteacher of school A believed that effective teaching and learning cannot be separated from discipline. For him, teamwork plays a more important role because it facilitates teachers' joining hands with the management of the school to ensure a safe and conducive environment for teaching and learning. Let it suffice to point out that the majority of teachers and heads of departments shared the headteachers' perception that collegial teams play a more significant role than the individualised approach.

A counter perception came from the Maths teacher of School A. The Maths teacher argued that in Maths it is possible, individually, to improve one's instructional practice with the evidence of improving results and teaching strategies. However, probing this response revealed that the teacher banked on advice given by outside experts or help from seminars and workshops. This response seems to indicate that the teacher in question confines collegial teams to the premises of the school where he teaches. The observation is contrary to Fullan's (1992: 77) study in which he maintains that professional development is a sum total of formal (e.g. workshops and seminars) and informal (peer interaction and feedback). In this regard, a workshop is still part of the 'tool' employed in collegial teams to enhance continuous instructional improvement.

Taken together, the responses indicate that most of the participants see collegial teams as playing a more significant role than the traditional individualised approach. However, at the same time, the headteachers' responses also reveal that collegial teams may exist in a school either because the headteacher complies with democratic demands or s/he sees the

need and contribution (role) of teams to a school. The observation is interpreted to mean that the motive behind the introduction of collegial teams by headteachers seem to determine the 'face' of collaboration in school and hence the degree of the role. This interpretation is in keeping with Fullan's (1992) statement that the principal is the primary agent of change (improvement).

The next sub-question asked the respondents to give their perceptions of *what collegial teams actually do* in order to enhance a better role than the traditional individualised approach. The question was designed to solicit respondents' perceptions of the content of the role played by collegial teams. In response to the question, the head of the English department in school A seemed to express the general sentiments of all the teachers. According to her, without collegial teams there cannot be any whole school improvement because every teacher would be doing their own things. She further stressed that collegial teams create a situation where all teachers become learners. As a result, teachers tend to grow together in subject -matter, instructional skills and strategies as well as interpersonal relationships.

Furthermore, the head of the Science department in school A emphasised the fact that without teamwork teachers do not seem likely to grow in practice. She argued that once teachers have found their 'effective' teaching and learning strategies, the temptation is just to keep on repeating such strategies thereby maintaining the existing instructional practice. On another note, the teacher of English in school B echoed a closely related

perception. She looked at continuous improvement from the point of view of peer observation. She felt that,

> *While it is possible for a teacher to have a knack for teaching and single-handedly produce very good results, continuous instructional improvement is unlikely to endure without colleagues challenging the existing practices through peer evaluation and timely feedback.(Teacher of English, school B).*

Lastly, the head of the Maths department in school B expressed his belief that the difference that collegial teams make over the traditional approach seems to lie on the continuous correction of teachers' practices by colleagues. He stressed that in the traditional approach, the focus is on what teachers already do 'well' whereas in collegial teams, it is on what the teachers do 'badly.'

The preceding responses indicate that the participants perceive collegial teams as capable of bringing about whole school improvement in instructional practices. They see the improvement effected through peers mutually learning from and challenging one another's' existing practices. In a nut shell, the responses were understood to mean that through collegial teams teachers mutually learn to teach better in a continuous manner.

Having established what headteachers and teachers perceive collegial teams as doing to enhance instructional improvement, it became necessary to obtain their perceptions on *how collegial teams achieve* the whole school instructional improvement. The purpose of this question was to establish and record the perceived effective strategies that are employed in collegial teams. The responses by the headteachers show that they do not

share the perception of the strategy. For instance, responding to the question, the headteacher of school B asserted,

> *Whatever strategy teams use, its effectiveness depends, to a large extent, on whether or not teachers see the need for collegial teams in the first place.*

The response was interpreted to mean that the headteacher of school B endorses the view that headteachers need to share their vision of teams with the teachers and help them to understand why a shift in the mode of operation is being suggested. Responding to the same question, the headteacher of school A stressed the importance of selective recruitment of teachers. By this statement, he meant designing an instrument of recruiting teachers whose philosophy aligns with the culture of collaboration. The response entailed probing as it raised concerns about selective recruitment without doing anything regarding the teachers already in the schools. To the concern, the headteacher of school A replied that patience needs to be exercised until those who are not for teams feel like transferring.

Furthermore, the two headteachers' perceptions differed on the strategy of motivating teachers to function as colleagues. The headteacher of school A emphasised continuous encouragement and remote supervision of teams. On the other hand, the headteacher of school B emphasised teacher empowerment. Carrying this point even further, the headteacher of school B maintained that teachers want to be treated like professionals. According to him, the latter suggests allowing teachers to influence decisions, especially concerning how they teach. He believed that through involvement, teachers are motivated to assume responsibility for and commitment to hard work.

The above-mentioned responses were understood to echo the contrasting theories in the conceptual framework. For instance, the headteacher of school A seems to be theory 'x' oriented believing that teachers are lazy and therefore need to be encouraged and supervised. Alternatively, the headteacher has to select those who fit within the culture of the school. The headteacher of school B, seems to be theory 'y' oriented. He suggests that treating teachers like professionals motivates them. In other words, he sees taping teachers' expertise, talents and experiences (Sergiovanni,1994) through involvement in decision-making as enabling teachers to honour the norms of collegial teams. The response by the headteacher of school B concurs with Blase and Blase's (1994) suggestion that giving teachers the opportunity to influence the way they work leads to increased professionalism.

Furthermore, according to the head of the Science department in school A, teachers involvement in decisions that directly affect teaching renders management transparent. She gave the following illustration. Sometimes teachers are not aware how much each subject team has been allocated. All of a sudden they are told that the funds have run out before the academic year ends. Such a situation may cause teachers to incite students against the management of the school thus disturbing teaching and learning. On the other hand, if teachers are involved, they know if the funds have run out. So, they may improvise in the interest of the students. This response suggests that joint-accountability motivates teachers to improvise resources.

In another development, the head of Maths department in school B felt that involvement and shared power increase job satisfaction among teachers thus reducing staff turn over.

When probed on the link between satisfaction and instruction, he said experience had taught him that team performance drops when the team loses members. The response suggests that change in members disturbs the functioning of teams. Blanchard et al. (1994) concurs with the idea of staff turn over negatively affecting team performance. The last contribution of collegial teams in instructional improvement was perceived to be peer observation.

As regards peer observation, all the teachers perceived collegial teams as improving instruction through teachers mutually challenging colleagues' existing practices. The idea of the mutual challenge of practice was also captured by the teacher of English in School B . She summarised it thus,

> *Once at a developed stage or mature level, collegial teams help teachers to keep sharpening their skills and strategies for teaching by enabling them to identify what is right, what is not right , how to get right and how to stay right.*

Probing revealed that the 'right thing' for teachers to do is that which research or practice currently show to be an effective strategy. The 'wrong' is the existing, but no longer effective paradigm. Furthermore, it transpired that besides peer evaluation, through staff development, teachers become continually made aware of how to get right and stay right. The response was understood to mean that the role collegial teams play is an on-going or life long learning process. The preceding responses are implied by Fullan (1992) in his illuminative model of school and classroom improvement (see Appendix A). He suggests that teachers learn by doing. More to the point, Fullan (1992) suggests that the

process of instructional improvement occurs when teachers try something new, evaluate it, modify it and try again in an on-going manner.

4.7 Collegial teams and instructional improvement as portrayed by O' level results

This section of the study required interviewees to respond to the question on how the O' level results had changed in the last two years. Also, respondents were asked how far they would attribute the change in results to collegial teams. The purpose of the question was to check if collegial teams made any positive impact on the students' performance. In the interest of clarity and details of the impact of collegial teams on students' performance, this study presents the responses separately for the two schools.

With reference to the question on how the results had changed in the past two years, the headteacher of school A stated that,

> *The results show a steady increase in pupils' performance and I am convinced that the 'talisman' is teamwork. This is seen in that where teamwork appears weak the results are correspondingly weak and vice versa.*

Furthermore, the Science teacher in school A remarked that his school had not been in the top ten (10) in the country in the past five years before collegial teams were introduced .

On the other hand, the head of the English department and the subject teacher in school A expressed doubt that results had changed for better. For instance, the teacher of English said,

> *English is a foreign language; it gives most pupils a headache- yet all pupils do it. They are not offered a choice as in the other subjects where a knack on the part of the pupils is considered. So, try hard as we have, I personally do not think that teamwork has been able to make a difference in the results.*

In another development, the head of the English department said,

> *Putting aside the weakness that we as a team might have, these kids do not even want to practice speaking the language. It is as if the team is flogging a dead horse. This situation tends to blunt the sharp edges of the team. I would therefore think that teamwork is effective if the students co-operate.*

Two things emerge from the responses of School A so far. The first one is that some teachers feel that collegial teams practically enhance instructional improvement. The second one is that the English team seem to cherish a common philosophy about the subject and the pupils. The responses imply that the subject is difficult and the pupils do not co-operate with the teachers. Also, pupils are forced to do the subject These perceptions are interpreted to mean that the teachers in the English department perceive collegial teams as necessary and relatively enhancing continuous instructional. However, the team believes that improvement will be realised on condition that the pupils' capability to do the subject is considered and they are offered a choice to do it or not. Unfortunately, further inquiry revealed that the headteacher has no power to change the Education policy which makes it compulsory for all students to do English. As Recardo et al. (1996) suggest, there are problems when teachers are told to move to teams yet the existing culture will not support teamwork.

Despite the English team's apparently valid perceptions that the performance of the team is hampered by the context, it is noteworthy that the questionnaire data suggest that the problem also lies with the team itself. For instance, their rating of the indicators of

collegiality leaves a lot to be desired. Item 2: on clarity of objectives was rated 'somewhat' by both the head of department and teacher. Furthermore, Item 3 (b) on teachers' knowing and availing themselves of each others' skills and talents was also rated 'somewhat' by the head of department. Item 3 (d) on trust and openness was also rated 'somewhat' by both the teacher and the head of department. Evidence seems to suggest that the problem is also partly in team dynamics. This conclusion tallies with Blanchard et al.'s (1990) suggestion that the degree of performance (role) of teams depends on the level of team development and its mastery of skills in group dynamics.

The doubt at continuous improvement expressed by head of department and teacher seems to be confirmed by the O' level results documentary analysis; (see table 6 for evidence). Evidence shows that in 1995 the percent credit rate in English was 15%. In 1996 it was 6% and the percent decline was 9%. The same school, however, in Maths the team got 59% credits in 1995 and 66% in 1966. This shows an improvement of 7%. In Science it was 15% credits in 1995 and 100% in 1996. It is interesting to note that the questionnaire corroborates the findings from the analysis of the interview and documents. The observation is especially true both in Maths and Science. The questionnaire shows that Science has more 'Very much so' than Maths suggesting that it is a stronger team. The present study hypothesised that the stronger the team the better the results. The documentary analysis confirm the hypothesis. This leads to the discussion of the results situation in school B.

With regard to the question on how the results of school B had changed in the last two

years, the headteacher of school B said, "Doubtless, the results show a remarkable improvement in terms of credits pass rate." The heads of department and teachers agreed unanimously that there was indeed a significant improvement. Also, the relevant documents consulted in connection with the O' level results corroborated the interview data. As a result, Table 6 shows an analysis of the O' level results of school B. The English language credits rate for 1994 was 14.9%. In 1995, the credit rate was 34% showing an increase of 19.1%. In Maths the credit rate for 1994 was 22% and in 1995, it was 41.5% showing an increase of 19.5%. Lastly, for Science the credit rate for 1994 was 29.6% and in 1995 it was 76% showing an increase of 46.4%. Table 6 therefore projects an increase in the credit pass rate in all the three 'problem' subjects. The credit rate have doubled for all the three subjects. The credit pass rate was interpreted to mean that the documentary analysis corroborates the findings of the interviews. In the interviews, the respondents perceived collegial teams as practically enhancing continuous instructional improvement. Emphasising the effectiveness of collegial teams, the Maths teacher in school B said that teamwork continually equips teachers with more recent effective teaching and learning approaches.

It is implied in this response that unless the performance of the pupils show continuous improvement it is futile to say collegial teams are effective just because they develop teachers. One Science teacher pointed out, for instance, that collegial teams can sometimes be a tittle or a garment not a reality. So, there is need to check its impact on pupils' performance.

In order to probe the attachment of the improved credit pass rate to collegial teams, the respondents were asked to justify their attributing the results to teamwork. In a reply, the English language teacher in school B argued that before the introduction of teamwork by the present headteacher, the school was performing poorly with some pockets of excellence in the easier subjects. The response was interpreted to mean that the pockets of excellence reflect the traditional individualised approach to teaching and learning.

4.8 Obstacles experienced in collegial teams and some recommended solutions

This section of the study examines interviewees' responses to the question that required them to state experienced and/or perceived obstacles to effective collegial teams' operation. The purpose of the question was to identify and record restraining factors to collegial teams' 'smooth' functioning. Responding to the question on obstacles to collegial teams' effective operation, the headteacher of school A stressed that there will always be obstacles to collegial teams. He further stated that one serious problem in the school is lack of time for all teachers to meet as staff to discuss ways and means of improving teaching and learning. The time problem is caused by the master time-table which does not provide for teachers' meetings during school hours. So, teachers cannot meet during work hours without cancelling classes. As it transpired on probing the headteacher, even after hours, it has proved difficult for the whole staff (forty one teachers) to meet because some teachers come to school by public transport. According to the headteacher, the tentative solution has been to resort to departmental teams with occasional whole school staff meetings.

The problem of time was confirmed by the teachers and heads of department. This problem is in keeping with Little's (1990) findings in America. She found that in big schools collegial teams flourish more in sub-groups and subject departments which is exactly the case especially in the two schools.

Another obstacle was described by the teacher of English in school A in this way,

> *The key problem is lack of consensus during team deliberations such that most of the time issues are resolved through a majority vote.*

Elaborating on this obstacle, she argued that the majority rule seems to split the team such that the minority may be reluctant to support the decisions of the majority. The respondents perceived the solution to be to take the long way of making decisions by consensus. Also, the head of the Maths department in school A observed that some teachers are not comfortable with peer observation. Probing this response revealed that the ministry of education expects the management of the school to evaluate teachers and keep records. Because of the introduction of collegial teams, teachers are now encouraged to conduct their own evaluations besides the official ones. Some teachers find it difficult to break with the tradition. They view peer evaluation as a form of intensification of their work.

The findings in school A indicate that there are two types of evaluations in the same school. The observation was interpreted to mean that the existing hierarchical culture imposed by the ministry of Education discourages teamwork by 'evaluation redundancy.'

In school B, the headteacher expressed concern with shared leadership in the form of

delegation of some administrative duties. He delegates administrative duties to teachers, but he fears that the teachers may spoil the work of which he is accountable. The response indicates that in school B there is a problem of balancing risk-taking and accountability. According to Stoll and Fink (1996), teachers learn by trying something new. However, there is always a possibility of failure when tying out a new practice or strategy. The headteacher's concern suggests that he does not fully believe that teachers share the ownership of the delegated task. Otherwise, there is no reason to be concerned about accountability and the implied fear of sabotage.

The Maths teacher in school B put it in this manner, "In this school we have a structural barrier to teamwork— that is, reward system." She explained that at the end of each year all the teachers are evaluated (see Evaluation form: Appendix I); each teacher by his/her immediate supervisor and himself/herself. On the bases of this evaluation, teachers are given a thirteenth cheque. According to the teacher, the problem is that the reward system tends to divide teachers more than unite them especially if the teacher and supervisor are not agreed on the percentage allocated. The Maths teacher further added that, the worst part of the evaluation is for the head of department to rate a teacher's performance low in a particular subject and then ask the same teacher to assist 'weaker' teachers. Lastly, the Science teacher said,

> *Some teachers feel that being given certain administrative responsibilities deprives them of their teaching time. Also, it is seen as a form of exploitation.*

This response tallies with Bell's (1992) findings that teachers are often struggling to cope with the pedagogic demands and therefore may not have the time to devote to management activities.

A closer look at the obstacles in schools A and B combined seems to suggest that the type of problems of collegial teams are not necessarily unique to the Swazi context. They are general problems of teams (Recardo et al., 1996; Moeller and Mahan, 1971). It is observed though that some of the causes of obstacles are unique to the Swazi context.

4.9 The mode and significance of decision-making in collegial teams

This section of the report focuses on respondents' perceptions of the mode of decision-making and its significance in collegial teams. The purpose of the question was to establish which mode of decision-making headteachers and teachers perceive as the most effective one in enhancing continuous instructional improvement. The results of the data analysis are presented below.

The respondents, both in school A and B, were unanimous that shared decision-making is not only the preferred mode, but also one that is seen as both effective and ethical. Precisely, the headteacher of school A described decision-making in school A in this manner,

> *We have two levels of decision-making in this school. Some decisions are made at staff meetings; others are made at department meetings. In short, teachers make decisions but it depends on the nature of the decision.*

While the teachers generally agreed with the headteachers' view, some teachers felt that two exceptions should be mentioned. The first exception is when there is a deadlock in whole staff meetings. It was reported that the headteacher's decision usually overrules.

The second exception was said to be in the event of an emergency situation. It was reported that at such times the headteacher makes unilateral decisions.

In school B the mode of decision-making was found to resemble that of school A. It was pointed out though that in the event of a deadlock in a staff meeting, usually the meeting is adjourned for purposes of gathering more data. Should a deadlock be reached again, the headteacher because of his/her position and assumed expertise, makes a ruling.

Considered together, the responses from the two schools were understood to mean that teachers consider participative decision-making as the most effective mode. Thus the Maths teacher in school B maintained that involving teachers in decision-making is tantamount to appealing for joint effort in every area of the school. On another note, the teacher of English in school B maintained that involving teachers in decision-making is management way of recognising the professional expertise of the teachers. Ndlovu's (1997) study on participative decision-making in Kwazulu Natal found similar perceptions of teachers. In addition, her study found that teachers tend to be committed to decisions in which they were involved. It is important to note though that the same study emphasises the importance of ensuring that teachers are neither decisionally saturated (over involved) nor deprived (under involved), but in a state of equilibrium which seems to challenge shared leadership as a norm of collegial teams. It is in this light that teachers' reluctance to share in the administrative duties can be understood.

4.10 The role of teacher evaluation in collegial teams

This part of the study solicited respondents' perceptions of the role of teacher evaluation in collegial teams. The interviewees were asked to respond to questions like who evaluate teachers in the school, why the evaluation is done in that particular manner and whether the respondents perceived the mode of evaluation as enhancing continuous instructional improvement. The purpose of the questions was to establish whether respondents attach any instructional improvement role to evaluation.

In response to the three questions, the headteacher of school A stated that either he evaluates teachers or the exercise is done by heads of departments, but rarely by the teachers. For the headteacher, it is the Ministry of Education requirement. For the heads of departments, it is an internal arrangement consistent with the norms of collegial teams. He further stressed that the inflexibility of the time-table caused by the highly diversified curriculum has meant that mainly it is heads of departments who do 'peer evaluation.' According to him, evaluation is done in order to identify areas of weakness among teachers and to correct them for the improvement of teaching and learning. The responses of the other teachers and heads of departments were similar to the headteacher's.

When probing whether or not the respondents find the present mode of evaluation actually enhancing instructional improvement, the headteacher of school A replied that he was not sure. A number of interesting responses were obtained from teachers on this

issue. Focussing on official evaluation, the head of the Science department in school A argued that the headteacher is not a jack of all trades. Teachers feel that he evaluates them within the frame of his specialisation which is department and subject focused. A similar view was also aired by the head of the Maths department who felt that the recommendations made by the headteacher alone interfere with departments' agreed upon effective practices. As for the evaluation by the head of department alone, the general perception was that it would still be much better if all the teachers participated in the evaluation. The evaluation exercise was found to take a slightly different form in school B.

According to the headteacher of school B, the company that owns the school has introduced a teacher assessment form (see Appendix I) on the basis of which teachers are given a thirteenth cheque (bonus). Each teacher assesses himself or herself first, then the assessment is done by head of department, followed by the headteacher who allocates the final mark in percentage. Before allocating the mark, the headteacher discuses the performance of the teacher as revealed by the assessments by the teacher, him/herself and the head of department. The percentage allocated determines the bonus. When asked how effective this form of evaluation is in terms of enhancing instructional improvement, the Science teacher of school B felt that it only serve to boost individual competency of teachers. He supported her view with the fact that the concern of teachers becomes being *seen to be doing as expected and less as they should be doing.*

As regards peer evaluation, the head of the Maths department felt that it is a more

effective strategy for enhancing instructional improvement. However, he observed that the effectiveness is not automatic. It depends on the level of trust and openness among team members without which peer evaluation can be a source of conflict and de-motivation among teachers. A number of interesting observations emerge from the evaluation experiences of the two schools.

What emerges from the responses of school A is that the school has tried to satisfy both the requirements of teams and those of the Ministry of Education concerning evaluation. Teachers do not seem to value the official part of the evaluation. They view the evaluation exercise by the headteacher as less effective in enhancing instructional improvement. At least they tolerate the evaluation by the heads of departments because of the time-table apparently appreciated problem. Little's (1990) study presenting an American perspective also found the time-table problem to be a reality. She concluded that the opportunity to work together as a team is not easy in a big school with a highly diversified curriculum. It is important to point out that putting aside the problem of the time-table, the majority of the teachers in school A feel peer evaluation enhances instructional improvement more than when evaluation is done by the management of the school.

In school B, evaluation is hierarchical because of the company assessment form which takes the time and place of peer evaluation. The findings suggest that the form of evaluation encourages individualism more than teamwork. However, the fact that the head of department and headteacher have to show evidence for a low percentage given to

a teacher suggests that there is openness in the evaluation. The implication here is that the exercise somehow has in it some norms of collegial teams.

4.11 Headteacher's support of collegial teams

This section of the report focuses on teachers' perceptions of the role played by the headteacher in facilitating collegial teams' instructional improvement. The purpose of the question was to test the claim by Fullan (1992) that the headteacher can either block or promote change (improvement).

With reference to the question on how teachers perceive headteacher's support of instructional improvement where collegial teams are involved, the following responses were obtained. The teachers' perceptions in schools' A and B concurred that collegial teams hinge on the support of the headteacher. For instance, the head of the English department in school B gave examples of the forms of support offered by the headteacher. These are encouragement of teacher professionalism and employment of democratic decision-making. On another note, the Science teacher in school A indicated that some times the headteacher delegates some leadership responsibilities which necessitate that teachers come together to discuss certain issues; one example given was organising a farewell function for the completing class. Other forms of support given by teachers both from school A and B are outlined hereafter: timely provision of resources, initiating staff development arrangements, being sensitive to the personal needs of

teachers, reasonable involvement of teachers in leadership responsibilities and personally demonstrating what it means to operate as a team.

Taken together, the responses indicate that teachers seem to be agreed that the support by heads of schools is crucial for collegial teams to be able to enhance instructional improvement. The general warning by teachers in both schools is well summarised by the Maths teacher of school A. He states,

> *When headteachers over delegate administrative duties to teachers, participative management becomes a self defeating strategy because then teaching suffers a great deal.(Maths teacher, school A).*

This was interpreted to mean that proper balance need to be struck between teaching and shared leadership. In fact, Ndlovu's (1997) study in Kwazulu Natal found that teachers tended to deplore a management focus on assigning teachers administrative duties. Teachers felt that administrative duties tend to intensify their work. Thus they appealed for what they called 'equilibrium' level of involvement as opposed to either deprivation (too little) or saturation levels (too much) involvement.

It is important to mention in passing that the questionnaire findings for both schools corroborate the interview findings concerning the support the headteachers give to teams. In both schools, teachers do feel that the headteachers support teams. For instance, when teachers were asked to rate items on the headteachers' actions, in both schools (see table 4 items 4d and g) all the teachers rated the items from 'for the most part' to 'very much so'. The responses indicate a high support by the head teacher .

Furthermore, as regards non-participant observation, I noticed that in school A the headteacher was often seen walking around apparently checking for noise and honouring of classes by teachers. In school B, however, the headteacher could hardly be seen walking around the school. This situation was interpreted to mean that shared leadership and trust is stronger in school B than in A. The irony of the situation though is the stated fear by the headteacher of school B that teachers may spoil the work of which he is accountable.

4.12 Recommendations for collegial teams' improvement

This section of the study, required headteachers and teachers to make recommendations for collegial teams' improvement. The purpose of the question was to solicit respondents' views on how to improve the operation of collegial teams in the selected schools.

The headteacher of school A felt that for teams to improve there is need to work on the time-table which hinders peer observation. He noted that it is the time-table that can make it possible to extend teamwork to the whole school not just departments. He added that teachers seem to favour subject teams. Such a favour by teachers might stand in the way of a whole school approach. Furthermore, the head of the Science department in school A appealed for more on- site practice oriented staff development especially involving demonstration lessons by 'good' teachers in the school. Lastly, the teacher of

English in school A recommended that evaluation of teachers be more at the level of peers than administration.

In school B, varied recommendations were given by the respondents. For instance, the headteacher recommended that headteachers should be approachable, understanding and exemplary. He stated that by so doing headteachers are motivating teachers to do the same to one another. He pointed out that very little could be done to change the mode of evaluation. He therefore suggested that the school builds on the good elements of the company assessment system. The head of the Science department suggested that staff development programs be drawn by the teachers themselves according to their needs not administrators or experts. Furthermore, the Maths teacher said teachers should work hard and be committed to teams not because of what they get at the end of year in form of bonus, but for the love of the profession. The suggestions given by the respondents in schools A and B were interpreted to mean teachers feel that if collegial teams in the schools are to be any stronger or more effective, then the cited areas need due attention.

4.13 Discussion of the overall findings of collegial teams in the schools

The findings of this study show that the respondents in Schools' A and B have the basic understanding of both the meaning and the tenets of collegial teams. The overall objective of the study was to understand the instructional role of collegial teams from the participants' perspective. Because of their understanding, the participants were found to be knowledgeable and informative (McMillan and Schumacher,1993). The findings

further show that in the two schools, both the headteachers and teachers perceive that collegial teams exist.

Despite the fact that both schools have collegial teams, school B seems to have more developed collegial teams. Both the headteacher and the teachers were found to be more knowledgeable about what it takes to have and operate in teams. This can be attributed to fact that the headteacher of school B is reported to have a longer experience as a headteacher. Also, he taught at Waterford KaMhlaba where it is claimed, he was exposed to highly developed collegial teams. This observation seems to explain why non-participant observation found that the overall culture of school B is predominantly feminine. That is, it is characterised by free communication, friendliness and caring approach which was also shared by the researcher.

On the contrary, the culture of school A was found to be masculine because of the strong emphasis on joint-effort between the management of the school and the staff in order to ensure students' discipline. The masculine culture was further evidenced by the use of corporal punishment and the headteacher's high degree of management by walking around the school. It was noted, however, that School A's headteacher has a year's experience as head in the same school (see table 1). Before assuming headship, he was a senior deputy in the school and a subject team leader. In a way, the 'weak' nature of teamwork in the school could be explained in these terms. The explanation makes sense because Blanchard et al. (1992) clearly state that teams may regress with time when they

gain, lose, change members or the leader leaves. In the present school the headteacher left.

Overall, the results of this research indicate a strong support for the perception that collegial teams play a very significant role in enhancing continuous instructional improvement. In both schools all the headteachers and the majority of teachers share the perception that collegial teams play a very significant role. Among the teachers, only one teacher in school A felt that collegial teams do not seem to play any better role. Interestingly enough, probing the teacher revealed that by implication he was still admitting that the teamwork approach to teaching enhances instructional improvement. This conclusion was reached in the sense that the teacher in question saw himself continuously improving instructional practice without sharing ideas with, seeking assistance from and being involved in joint work with colleagues inside school. The same teacher admitted that he attended workshops and seminars outside the school. It was felt that this exercise is tantamount to harnessing the norms of collegial teams. The conclusion was based on Fullan (1992). Fullan (1992) maintains that professional development (a form of instructional improvement) takes two forms: the formal and the informal forms. The formal form includes work shops and seminars either in-site or off-site. The informal form is mainly peer interaction. The teacher in question was wielding the formal off-site form of collegial teams.

Furthermore, the responses indicate that the two headteachers employ collegial teams for somehow different reasons though ultimately the same purpose is achieved. The

headteacher of school A, as hinted earlier on in this chapter, seems to see collegial teams as a 'tool' of uniting teachers for effective discipline of pupils without which no continuous instructional improvement could take place. Non-participant observation revealed though that this masculine culture instils fear in the students more than self discipline and respect. For instance, two lady students were five minutes late. As they came closer to headteacher's office, one of them remarked that should they be caught, they would be 'in hell.' Furthermore, the masculine culture goes against the community of equals norm of collegial teams.

It is important to note that the headteacher of school A emphasised that the administration and teachers have already joined hands to create a safe and conducive climate for instructional improvement. Non-participant observation, however, revealed that the headteacher still employed a lot of management by wandering around to see if the same teachers were in class, doing their work as they should. This observation has crucial implications for shared goals and trust as they should be experienced in teams. It implies that teamwork without strict administrative supervision doesn't enhance continuous instructional improvement. This situation is typical of theory 'x' manager who believes that teachers are lazy.

The headteacher of school B, on the other hand, emphasised what he called 'honouring collegial teams not endorsing it' by which he basically meant treating teachers as professionals. As a result, there was minimal supervision of teachers. The teachers seemed actively involved in school work and monitoring their own attendance. Worth

noting was the influence the behaviour of the teachers had on the O' level students. The students took the initiative to come back to school from study weak in order to interact with teachers and other students as they were preparing for their external examinations.

In passing, it needs to be stated that documentary analysis also revealed that all the teams that were researched on in school B showed greater improvement than those in school A. (see table 6). Putting contextual factors aside for a moment, the implication is that since both schools claimed to be using the team approach, then it could be argued that there are different levels of teamwork yielding different results. One thing stands out from the responses and results. The theory 'y' oriented headteacher's students show greater improvement. The logical conclusion is that the role played by the headteacher impacts on the nature of interactions in the school which in turn affects instructional improvement.

As regards the operation of teams in both schools this study found that in both schools teamwork takes the form of subject teams which operate independently from one another. The whole school approach takes place in the event of need expressed by teams for meeting. The participants in the two schools attributed the independent operation of teams to different obstacles. In school A, the respondents felt that the 'big' size of the school staff together with the highly diversified curriculum make peer observation so far impossible. Thus an internal collegial arrangement for heads of department to evaluate teachers was made. Respondents admitted though that they do not see the prevailing system as effective as they think peer evaluation would be.

In school B, the respondents perceived the company imposed assessment form as a key obstacle to teams operating jointly. It was felt that the form tend to make teachers focus on what is expected of them by authorities more than what collegial teams' norms demand. Despite the complaint, the findings revealed that somehow the expectations of the form activate teamwork hence the improving results. Probing the independent operation of teams revealed that in both schools there is no overall guiding policy for teams. There is only departmental policies. The situation has resulted in each team having its own valued idiosyncratic instruction enhancing practices which are not seen as applicable to other teams. This practice was found to have implications for whole school continuous instructional improvement.

By its very nature, teamwork entails receiving and giving ideas and assistance not only to your team, but other teams as well. The understanding here is that all teams seek better practices, not only amongst members of the team, but also beyond the team and outside the school. In this light, the findings projects a need for the headteachers in the two schools to help teams understand and value the significance of teamwork by serving as active overall co-ordinator of teams.

The above-mentioned perception is in keeping with the respondents' perceived role of the headteacher. The findings show that the headteacher is seen as 'key' person that either locks or unlock the effective operation of collegial teams by his/her leadership style and attitude to teams. In a way, by determining the 'face' of collegial teams on the basis of

whether or not s/he endorses or honours teams, s/he has already determined the degree of the role teams will play (Fullan and Hargreaves, 1992).

Lastly, this study found that the perceived release mechanism (Bruno and Nottingham, 1976) for teachers' self-actualisation in teaching is a matter of 'playing in words.' Basically, if the respondents' perceptions of a supportive headteacher and their expectations of ideal collegial teams are taken together, the perceptions seem to concur that the release mechanism is teacher empowerment. According to Blase and Blase (1994: 3) teacher empowerment is about helping teachers to take charge of their professional lives. Precisely, they define empowerment as,

> *The opportunity and confidence to act upon one's ideas and to influence the way one performs in one's profession*

In short, the various responses by the participants indicate that teachers' empowerment is tantamount to treating teachers like professionals.

Blase and Blase (1994) argues that treating teachers like professionals involves taping teachers' expertise through involvement in decisions in order to facilitate enlightened decisions which teachers own and are committed to. The words of the headteacher of school B are worth noting in closing. He stressed that the effectiveness of any strategy used in collegial teams hinges on whether or not the teachers see the need for collegial teams in the first place. In other words, through headteachers' articulation of the vision and on-going talk (involvement) Fink and Stoll (1996), teachers see the need. It is implied in the respondents' perceptions that when a balance is struck between teachers

whether or not s/he endorses or honours teams, s/he has already determined the degree of the role teams will play (Fullan and Hargreaves, 1992).

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personal and professional needs and the needs of the school, collegial teams play a more significant role in enhancing continuous instructional improvement.

4.14 Summary of the overall findings

This section of the study presents a summary of the overall findings. The purpose is to give a brief overview of the key findings concerning the role of collegial teams in enhancing continuous instructional improvement.

This study found that the respondents had the necessary understanding of the characteristics of collegial teams. Because of this understanding, they were able to respond to the interviews and questionnaires as information rich sources. Consequently, the study established that collegial teams do exist in the selected schools. Also, the headteachers of the two schools were found to employ different leadership approaches. In school A the approach was found to be a bit autocratic oriented which is typical of theory 'x'. In school B, the approach was more democratic oriented thus typical of theory 'y'.

Furthermore, the general perceptions of the respondents suggest that collegial teams play a very significant role in enhancing continuous instructional improvement. For instance, the results indicate that participative management (theory 'y') creates an enabling environment for collegial teams to function in a way that enhances continuous instructional improvement. Interestingly enough, the percentage of improvement in the

O' level results suggest that teacher empowerment tends to strengthen the role of collegial teams. The strength of the role in turn reflects in students' performance. At the same time, it was clear from the participants' responses that the degree of the role collegial teams play in instructional improvement equally depends on whether or not headteachers strike a balance between teachers' needs and institutional needs.

On another note, the findings show that in both schools teamwork assumes the form of subject-teams. Different contextual factors in the schools have resulted in different internal arrangements being made concerning the way teams operate.

Chapter 5

5.0 Conclusions, implications and future research

This study set out to establish and record headteachers' and teachers' perceptions of the role of collegial teams in enhancing continuous instructional improvement in two high schools in Swaziland. It began by investigating whether the participants had any basic understanding of collegial teams in the first place. It then established whether collegial teams exist or not in the selected schools. It proceeded to find out how collegial teams operate in the two schools. The focus on the latter question was particularly on the nature of decision-making, the form of evaluation of teachers' performance and the conception of leadership that the respondents perceived as supportive of collegial teams and hence continuous instructional improvement. Furthermore, the study solicited the respondents' perceptions of the obstacles (difficulties) that hinder the effective operation of collegial teams and how these are overcome. Lastly, the study made effort to obtain respondents' recommendations on how best to improve the operation and/or performance of collegial teams in order to maximise continuous instructional improvement in the schools. The conclusions on the above-mentioned issues are outlined hereafter.

5.1 Conclusions

Despite the limitations stated earlier on in chapter three, this study succeeded in fulfilling its objectives and testing the hypothesis. This part of the study presents conclusions based on the presented, interpreted and discussed findings of the study.

The first conclusion of the study is that both headteachers and teachers had sufficient understanding of the characteristics of collegial teams. Through wielding their understanding of collegial teams, all the participants were of the opinion that collegial teams exist in the two high schools in Swaziland. The type of teams that were found to exist in the two schools are subject teams. That is, all the teachers who share the teaching of a subject come together to form a team. In both schools the teams are a vision of the headteacher shared and agreed upon with the teachers.

The second conclusion which also forms the central hypothesis of the study is that both the headteachers and teachers perceived collegial teams not only as playing a major role, but also a better role than the traditional individualised approach in enhancing continuous instructional improvement. An analysis and interpretation *of all the perceptions* of the respondents on this issue leads one to the 'sub-conclusion'. The continuous instructional improvement is seen by the respondents as being effected through teacher empowerment. The understanding of empowerment in this context is one given by Blase and Blase (1994). These authors define empowerment as an opportunity and confidence afforded teachers not only to act on their ideas, but also to influence the way they perform in the

teaching profession. In other words, empowerment as used here suggests treating teachers like professionals not only with *hands* (of traditional individualised approach) but also with *heads (of* collegial teams*)* (Sandras,1989). As the headteacher of school B pointed out, the whole process of empowerment begins with the recognition that teachers as professionals know their needs better. If so, they have to be involved in any instructional improvement decision-making for the sake of ownership and commitment to the decision as implementers.

Taking the issue of needs further, Pretorious and Lemmer (1998:79) argue that human needs are often not attended to because they are not seen as relevant to teaching. They further observe that such is a mistake because teachers are people before they are teachers. The words *Hands, heads (minds)* and *hearts (of needs, beliefs, values)* Sandras (1989:17*)* best describe the type of empowerment that the respondents, together, seem to advocate. That is, teachers should be told to do their work, but also allowed to be creative and express their needs, feelings and beliefs about the same. The three words also echo the conceptual framework of the study. From them, it seems clear that the conceptual framework used in this study is supported by the findings and therefore succeeds in capturing the scope and diversity of the headteachers' and teachers' perceptions. In short, the general perception is that for continuous instructional improvement to occur, three things have to be in place. The headteachers have to be theory 'Y' oriented creating an enabling environment where professional development in all areas (see Appendix A) can take place. Also, force, threats and orders should be discouraged as they stifle creativity, motivation and initiative. Lastly, there is need to

strike a balance between institutional needs and human needs. It needs to be stressed that the above-mentioned conclusion should be treated as a conclusion and not a blue print pending further investigation using a larger sample in this area.

The third conclusion is that in the two schools, team members do not share ideas and work across teams. The corollary of the preceding conclusion is that there seems to be no inter-subject relatedness .e.g. Geography class taken by Chemistry teachers on chemical composition of rock types. This conclusion can be explained in three ways: first, the fact that there is no overall co-ordinator of the teams. Second, there is no overall guiding policy of teams. Each team is functioning the way it deems fit. Thirdly and last, the master time table especially in school A does not accommodate operating within each team let alone across teams. These obstacles have implications for whole school instructional improvement. For instance, some teams are more successful than others in their instructional improvement.

5.2 Implications for practice

This study has implications for pedagogical and administrative practices. For instance, a teacher of Science in school A expressing dissatisfaction with the bureaucratic model mentioned something of which headteachers should take note. He argued that some teachers in bureaucracy oriented schools seem to have a fund of creativity, experience and talent which are under utilised. One of the reasons for the 'reserve' is that if the pupils perform poorly, the performance negatively reflects on the administration of the

school more than the teachers. The headteacher, not the teachers, is accountable. So, for teachers, reserving their energy seems to be a form of sabotage on the effectiveness and efficiency of the headteacher. The sabotage is done in hope that the headteacher will inquire into the poor performance. If s/he inquires, s/he may be told that teachers cannot be held responsible for instructional decisions in which they were not involved. In short, the situation points to the need for headteachers to use the norms of collegiality as a release mechanism (Bruno and Nottingham, 1976).

The mechanism can be designed within the conceptual framework of this study by taking advantage of the fact that teachers have a need of being treated as professionals more than being coerced and threatened. Meeting the need in this context means that the headteacher shares his/her vision, and goals with teachers as well as involve them in decision-making. By so doing, teachers feel elevated to the level of professionalism. The understanding is that teachers will reciprocate professional treatment with professional attitude and behaviour.

For such a design to be successful and sustained, certain structures have to be in place such as supportive policies encouraging peer observation and evaluation more than evaluation by the headteacher. This would be done in the understanding that peer pressure for improvement is better than administrative pressure (Bruno and Nottingham, 1976). The implication for practice, therefore, is that teachers do not appear to be fundamentally motivated to harder work and higher 'productivity' by lower order needs such as money and fringe benefits , but by involvement in instructional decision-making.

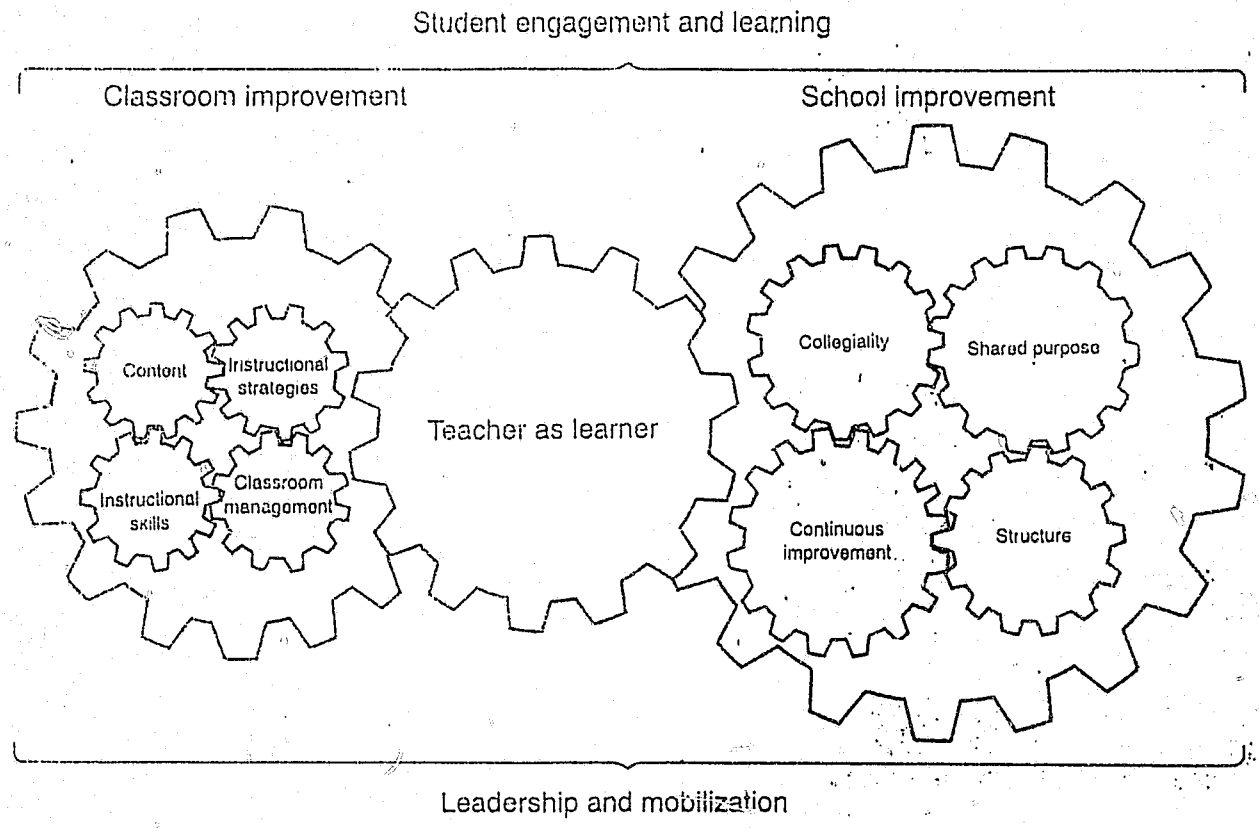
The latter projects a need for self-actualisation. Hence the headteacher has to take advantage of the need and prepare the context for teachers' self-actualisation. This suggestion is not meant to undermine the use and contribution of the bureaucratic model. As such, its useful elements can still be employed where necessary.

5.3 Implications for further research

The findings of this study equally have implications for further research. This study found that the stronger the team in terms of adhering to the norms of collegial teams, the better the results and vice versa. However, evidence from 'effectiveness literature' seem silent on this issue in particular except that the literature suggest that the ultimate results for students are attributed to a combination of PEST factors. Referring to 'quality' education, Fullan (1992) points to the necessity for participatory programs ultimately to improve students outcomes, but does not say whether there is a direct relationship between the strength of a team and the students' results. In the light of the above-mentioned observations, future research could extend this study by using a larger sample to investigate whether or not the finding that the stronger the team is, the better the results will still hold.

Appendix A

Collegial Model of school and classroom improvement



Source: Fullan (1992: 108)

Appendix B

Draft interview schedule

Headteachers, heads of departments and teachers

1 In your opinion, what are the characteristics of collegial teams (teachers working as colleagues)?

2. Would you say collegial teams exist or do not exist in this school? Please support your response.

A Questions for where collegial teams exist.

3. (i) When were collegial teams introduced in this school?
(ii) In your opinion, what are the aims of collegial teams in a school situation?

4. (a) Who make instructional decisions in this school?
(b) In what ways do you think this mode of decision-making contributes to and/or fails to contribute to instructional improvement?
(c) Is there any written policy guiding the operation of all the collegial teams in this school?
(d) Do teachers work and share ideas across teams? Why/why not?

5. (a) Who evaluates teachers in this school?
(b) Why do you think this mode of evaluation is effective/ineffective as far as improving teaching is concerned?
(c) Would you say peer-evaluation has any more significant influence upon the performance of teachers and pupils over an evaluation done by the headteacher and/or inspectors? Please justify your response.

6 (a) What arrangements and/or programmes does this school use to help teachers improve their teaching and learning strategies on a continuous basis?
(b) If ever, how does the administration of the school support such arrangements/ programmes?
(c) Who determines the contents of the programmes and why?

7. Do you see the headteacher (yourself) playing any role in enhancing instructional improvement where collegial teams are involved?(*probe)*

8. (a) In the light of your own experience, could you give your views on whether or not collegial teams play any more significant role than the traditional individualised approach to enhance continuous instructional improvement?
(b) If so, in what ways do you think collegial teams play a better role over the traditional individualised approach?

(c) How have the results of the school at O' level changed in the last two years and how far would you attribute the change to collegial teams?

9 (a) In your opinion, what are the virtues of collegial teams?
(b) How far and in what ways do you think the virtues contribute to continuous instructional improvement?
(c) In your opinion, what are the obstacles (difficulties) faced by collegial teams?
(d) In the light of your experience, what recommendations can you make for collegial team improvement in this school?

B Questions for where collegial teams (teachers working as colleagues) do not exist.

1 Given a choice, would you opt for collegial teams in your school? Give reasons for your response.

2. (a) What do you think are the virtues of collegial teams?
(b) Do you think collegial teams can enhance continuous instructional improvement? How.

3. What do you think are the weaknesses (limitations) of collegial teams?

4. Do you have any comments to make concerning the employment of collegial teams in high schools in Swaziland?

Appendix C

Questionnaire: headteachers' perceptions of teamwork.

Tick where applicable to you.

Qualification: Degree ☐ , Diploma ☐ , Other (specify) ☐

Sex: Female ☐ Male ☐

Experience as head _____.

This questionnaire is designed to establish headteachers' perceptions of the role of collegial teams (teachers working as colleagues) in enhancing continuous instructional improvement.
Could you kindly assist in this investigation by answering the following questions in all honesty.

The responses to the following questions will be treated as confidential. There is no need for you to write your school or name.

NOTE: A "team" could be a subject committee or faculty team or department, e.g. Academic committee, Admissions committee, Science department, Home Economics department, etc.

1. When did you join the teaching profession? (tick where it applies to you.)

☐ 0-5 yrs ☐ 6-10 yrs ☐ 7-14 yrs ☐ above 15 yrs.

2. Do you have teams in your school? Yes ☐ No ☐

(a) What types of teams? (name them).....
.....
.....

(b) Who formulate(s) the goals of the teams and why? (tick where it applies to you).

i) Headteacher.
ii) Teams themselves.
iii) Headteacher with teams.
iv) Headteacher and Head of department.
v) Other (specify)

.....
.....
.....

(c) How often do these teams meet?

i) Once per week.
ii) Once per month.
iii) Other (specify).

(d) Who decide on the frequency of meeting?
i) Headteacher.
ii) Teams.
iii) Head of department.
iv) Other (specify).

(e) What problems, if any, do these teams face?.....
.....
.....
.....

(f) How are the problems resolved?.....
.....
.....

(g) Do teachers work across teams in this school? Explain the necessitating circumstances.....
.....
.....

(h) Do you think individualised teaching is more effective than teamwork? In what ways.
.....
.....
.....
.....

3. What recommendations for team improvement would you give?.....
.....
.....
.....

4. What does the school do to improve teachers' instructional performance?.....
.....
.....
.....

5. What do you do to improve your own performance in the school?.....
.....
.....
.....

6. Are teachers in this school evaluated on their performance?.....
(a) By who and
why?.....
.....
.....
.....
....

(b) Is feed back given to teachers later? In what ways?.....
.....
.....

(c) Do you think peer evaluation improves teachers instructional performance? In What ways?.....
.....
.....

7. Who make decisions in this school and why? In what ways are teachers involved)
.....
.....
.....
.....
.....
.....

Appendix D

Questionnaire: Teachers' Perception of Teamwork.

Tick where applicable:

Qualification: Degree ☐ Diploma ☐ Other (specify) ☐
Sex: Female ☐ Male ☐

Head of department for _____ years
Assistant teacher for _____ years

By employing some of the following indicators of collegiality (teachers working as colleagues) this survey purposes to establish whether or not collegial teams exists in Swaziland High Schools. If it does, the survey seeks to find out its nature and extent and whether, from your point of view, it is effective in enhancing continuous instructional improvement. Your responses to the following questions will also help guide the researcher in the construction of an interview schedule.

The responses to the following questions will be treated as confidential. There is no need for you to write your name or name of your school.

NOTE: A 'team' could be a committee or a faculty or department for subjects e.g. Science department, Home Economics department, etc.

1 (a) What do you understand by the term collegial teams?.....
.....
.....

(b) In the light of your understanding, do you have teams in this school?

Tick where applicable to you.

		Yes	No
HOD	English		
	Maths		
	Science		
Teachers	English		
	Maths		
	Science		

(c) Name the types of teams you have?.....
.....

(d) How often do these teams meet.....

Directions: Kindly respond to all the following items by ticking to indicate your perceptions.

	Very much so	For the most part	somewhat	only slightly	Not at all
2.(a) Team's objectives are clearly defined, understood and shared by all members,					
(b) Team objectives are revised regularly to ensure they are still appropriate.					
3 (a) Member's role and responsibilities are cleanly defined and understood by all members.					
(b) Team members have a clear understanding of each other's skills and expertise hence change roles when it is required to achieved their objectives					
(c) Team members are encouraged to seek others' skills and expertise to answer questions, solve problems, train and so on.					
(d) Trust and openness are exhibited by team members.					
(e) Team members are encouraged to initiate change (try new approaches to teaching and learning) when they see a better way to do things.					
4. (a) Team members function smoothly because we have rules of behaviour that guide as in how we are to treat one another.					
(b) My team leader ensures that we come to agreement about how objectives are going to be accomplished and measured.					
(c) Good performance is recognised and praised by administration.					

	Very much so	For the most part	Somewhat	Only slightly	Not at all
(d) School administration is open to new ideas and ways of doing things.					
(e) Team members spend time (together) talking about teaching and learning, observing each other, planning before they act; they know what will be done, who will do it and by when.					
(f) My team leader is open to feedback in his or her performance					
5. Team work (working as colleagues) improves the performance of teachers and hence improves the performance of pupils.					

Kindly use the space below to give reasons and examples for your responses to item 5.

.....
.....
.....
.....
.....
.....
.....
.....

Adapted from Recardo, R. J. et al. (1996: 233).

6. In what ways do collegial teams :
   (a) help your teaching and the learning of pupils on a continuous basis?.....
   .....
   .....
   .....
   (b) hinder the improvement of your teaching and the learning of pupils ?.....
   .....
   .....
   .....
7. Have you learnt anything new by using teams: in your department and in class?.....
   .....
   .....
   .....

Appendix E

Observation schedule

1. (a) Observation of **teaching**
   (b) Indicator: effective teacher use multiple teaching strategies.

Method	yes	no
Lecture		
Group		
Role play		
Independent work		
Teacher- centred		
Learner- centred		
Demonstration		
Guided discussion		
Questions and answers		
Other:		

2. (a) Observation of **learning**
   (b) Indicator: effective classrooms: students participate actively.

Item	Yes	No
Students ask questions		
Students quietly listen attentively		
Students are involved in the set task		
Other:		

3. Observation of **teachers** describe:.....

Item	Yes	No
Teachers talk/discuss to one another about teaching		
Teachers discuss in teacher plan, Prepare and evaluate topics.		
Teachers share ideas.		
Peer observation and/or couching.		
Teach within sight/ sound of others		

6 Staff meeting: indicators: **participation**

(a) decision- making:
(i) Voting.....
(ii) compromise.....
(iii) consensus.....
(iv) only by headteachers.....

(b) Meeting planned in advance or
(i) not planned in advance .....
(ii) (a) teachers suggest items for agenda
.....
(b) items for agenda for headteacher
.....

7. Evidence of **shared leadership:** describe
.....
.....
.....

(Adapted from Vithal and Jansen, 1997)

4. General **discipline**

.....

5. **Punctuality**: describe:

(i) to school: (a) Pupils.....
(b) Teachers.....

(ii) to school: (a) Pupils.....
(b) Teachers.....

8. Appearance of the **environment:**

Mirrors teamwork
clean/dirty: **describe** .....
.....
.....
.....
.....

GCE EXAMINATION RESULTS ANALYSIS

SUBJECT	A 1 2	B 3 4	C 5 6	D 7	E 8	U 9	Number of students	Number of credits	Percentage credit 1994
ADDITIONAL MATHEMATICS	0	4	2	5	0	3	14	06	42.9
ENGLISH LANGUAGE ✓	0	3	7	17	29	11	67	10	14.9
BIOLOGY ✓	0	0	8	5	9	5	27	08	[illegible]
CHEMISTRY	0	0	3	6	20	7	36	03	8.3
COMMERCE	2	9	10	6	1	1	29	21	72.4
GEOGRAPHY	0	0	5	4	5	1	15	05	33.3
TECHNICAL DRAWING	0	1	7	0	1	0	09	08	88.9
HISTORY	0	0	2	2	3	4	11	02	18.2
HUMAN AND SOCIAL BIOLOGY	4	15	10	1	1	0	31	29	93.5
MATHEMATICS ✓	0	5	10	14	8	32	67	15	22.4
PHYSICS	0	0	1	7	16	12	36	01	2.8
PRINCIPLE OF ACCOUNTS	0	1	4	6	5	27	42	05	11.9
RELIGIOUS STUDIES	1	5	18	9	8	3	44	24	54.5
SISWATI	2	30	25	4	0	0	67	63	94.0
WOODWORK	3	4	2	0	0	0	09	09	100
METALWORK	0	1	1	6	1	0	09	02	22.2
PERCENTAGE CREDIT	41.1%								
PERCENTAGE PASS	88%								

1995 O'LEVEL (FORM 5) RESULTS
ANALYSIS

SUBJECT	GRADE A		B		C		D	E	U	TOTAL CANDIDA	% CREDIT	% TOTAL P A S S
	1	2	3	4	5	6	7	8	9			
1123 ENGLISH LANG.	–	–	–	2	5	6	11	12	4	41	34%	90.2%
2010 LIT. IN ENGLISH	–	–	–	–	2	–	1	3	4	10	20	60
2041 BIBLE KNOWLEDGE	–	–	2	–	3	11	3	4	–	22	72.7	100
2158 HISTORY	–	1	–	–	–	2	3	1	1	8	37.5	87.5
2223 GEOGRAPHY	–	–	4	4	2	2	2	1	–	15	80	100
3164 SISWATI	–	4	9	6	5	10	2	1	1	38	89.5	97.4
4024 MATHEMATICS (D)	1	–	6	1	2	7	8	9	7	41	41.5	82.9
4031 ADD. MATHS	–	–	1	1	–	1	1	1	14	19	15.8	26.3
5124 PHYSICAL SCIENCE	–	–	–	1	1	1	1	2	–	6	50	100
5054 PHYSICS	–	–	1	–	3	2	7	–	2	15	40	86.7
5070 CHEMISTRY	–	–	2	1	2	3	2	1	–	11	72.7	100
5090 BIOLOGY	–	1	1	5	3	–	1	1	1	13	76.9	92.3
5090 H.S. BIOLOGY	–	–	–	–	1	6	8	3	2	20	35	90
6030 WOODWORK	–	2	2	1	–	1	–	–	–	6	100	100
6040 METALWORK	–	1	1	1	1	2	1	–	–	7	85.7	100
7040 T. DRAWING	–	2	–	–	3	2	–	–	–	7	100	100
7100 COMMERCE	–	1	9	1	8	1	–	–	–	20	100	100
7110 ACCOUNTS	–	–	1	–	1	6	7	7	12	34	23.5	64.7
TOTALS	1	13	39	24	40	63	68	46	48			

TOTAL CREDITS = 180. ESTIMATE CREDIT PASS = 54.2 %

TOTAL D&E = 104. ESTIMATE TOTAL PASS (CREDITS & PASSES) = 85.5 %

TOTAL U = 48.

EXAM DATE: 1995/11 EXAM CODE: 6 CAMBRIDGE O-LEVEL EXAMINATION

SCHOOL CODE: 410

CODE	SUBJECT NAME	1	2	3	4	5	6	7	8	9	X	CREDITS NO.	CREDITS PERC.	PASSES NO.	PASSES PERC.
1123	ENGLISH LANGUAGE	0	0	2	2	1	10	47	55	13	4	15	15.27	100	88.50
2010	LITERATURE-IN ENGLISH	0	0	0	0	0	0	0	2	9	1	0	0.00	2	18.18
2040	RELIGIOUS STUDIES	0	0	3	2	1	3	1	1	3	0	9	64.29	11	78.57
2160	HISTORY CENTRAL/SOUTHERN AFRIC	0	0	1	1	2	6	2	5	6	2	10	43.48	17	73.91
2223	GEOGRAPHY	2	4	9	5	11	21	14	11	7	4	52	61.90	77	91.67
2281	ECONOMICS	0	0	2	3	1	10	7	3	2	2	16	48.48	31	93.94
3015	FRENCH	0	0	0	0	0	2	1	0	3	-	2	33.33	3	50.00
3164	SISWATI	0	6	41	10	13	19	7	2	0	4	89	90.82	98	100.00
4024	MATHEMATICS	4	2	11	6	9	25	20	9	23	6	59	53.15	88	79.28
4031	ADDITIONAL MATHEMATICS	0	0	2	0	2	2	2	2	0	0	6	60.00	10	100.00
5033	AGRICULTURE	2	4	15	5	2	9	0	1	1	4	40	95.24	41	97.62
5093	BIOLOGY	1	0	3	1	4	8	7	3	1	1	15	31.72	23	96.55
5096	HUMAN AND SOCIAL BIOLOGY	0	0	0	0	0	0	0	1	0	0	0	0.00	1	100.00
5124	SCIENCE (PHYS & CHEM)	1	0	6	1	3	5	15	11	3	1	16	35.56	42	93.33
5129	COMBINED SCIENCE	0	0	4	0	0	5	3	3	1	2	9	56.25	15	93.75
6030	WOODWORK	0	2	9	2	0	2	1	0	0	0	15	93.75	16	100.00
6040	METALWORK	0	0	0	0	1	6	6	2	1	0	7	43.75	15	93.75
6050	FASHION AND FABRICS	0	0	2	1	3	3	0	0	0	1	0	100.00	9	100.00
6065	FOOD AND NUTRITION	0	0	3	1	3	0	0	1	0	1	0	100.00	9	100.00
7040	GEO & MECH. DRAWING	0	0	0	3	2	9	2	0	0	0	14	87.50	16	100.00
7100	COMMERCE	0	0	3	7	2	5	9	4	1	1	17	54.84	30	96.77
7110	PRINCIPLES OF ACCOUNTS	0	2	5	4	6	6	2	2	1	1	23	82.14	27	96.43
	TOTALS	15	30	126	56	83	154	145	103	75	36	432	55.77	586	90.14

1996 O'Level results - analysis

SUBJECT	SYMBOLS 1	2	3	4	5	6	7	8	9	ENTRIES	CREDITS 1 - 6	% CREDITS	PASSES 1 - 8	% PASSES
ENGLISH LANG. ✓	-	-	1	1	1	2	20	35	23	83	5	6	60	72
MATHEMATICS ✓	3	5	17	2	10	17	9	12	7	82	54	66	75	91
SISWATI	2	9	22	12	8	17	3	1	2	75	70	93	73	97
FRENCH	-	-	-	-	-	-	-	-	3	3	-	0	-	0
AGRICULTURE	7	11	9	2	3	1	0	0	1	34	33	97	33	97
BIBLE KNOW.	-	-	-	1	1	5	-	1	1	9	7	78	8	89
GEOGRAPHY	2	15	23	9	10	6	4	-	1	70	65	93	69	99
COMB. SCIENCE	-	-	2	1	4	3	3	1	-	14	10	71	14	100
LITERATURE	-	-	1	1	-	2	-	-	-	4	4	100	4	100
HISTORY	-	3	3	1	1	3	2	-	-	13	11	85	13	100
ADD. MATHS	-	3	6	2	1	3	-	-	-	15	15	100	15	100
SCIENCE	2	1	7	6	5	5	7	3	3	39	26	67	36	92
BIOLOGY ✓	2	7	15	2	2	2	-	-	-	30	30	100	30	100
WOODWORK	-	1	5	-	1	1	1	-	-	9	8	89	9	100
METALWORK	-	-	1	1	1	5	-	1	-	9	8	89	9	100
T. DRAWING	1	2	2	1	-	1	1	-	1	9	7	78	8	89

Appendix H

Field notes

School A

This part of the study presents the results of the non-participative observation in school A. Mention should be made to the effect that both the administration of the school and teachers were made aware before this exercise was carried out. So, they knew that they were being observed.

Discipline and punctuality

The very 1st day, when schools started at 7.30 AM I was struck by the punctuality of students in the whole school. Only three students were late. Even these were late by five minutes. While trying to find their way to assembly, one lady student remarked, "My! We are late and are in hell if we are caught. We will be beaten severely." After assembly, the junior certificate pupils were about to take their Maths paper. Two students came to report that they had misplaced their time tables and therefore unable to remember their examination numbers. Before they were given their examination numbers, the deputy headteacher gave them three strokes. Frequently, the headteacher would be seen walking about.

Teaching and learning

This was mainly guided discussion; teacher talked a lot. This made the approach teacher centred. However, students generally asked questions.

Community of equals

An interesting aspect noticed in the school was the freedom pupils had when talking to teachers in the corridors, office(s) and class. There was no psychological distance between them as one would think when judging by the strict discipline that prevails in the school. However, the students tended to be fearful of the management of the school.

In class pupils freely asked questions and even challenged some of the ideas put forth by the teachers. For instance, in a Maths class, one observant student challenged answer to a problem the subject teacher had found. When the teacher checked, he realised that he had made a mistake. The teacher's approach was leaner centred though out the lesson, no attempt was made to engage the pupils in group work. Also, some students remained quiet through out the lesson whereas others kept asking question.

Staff- room arrangement

Each department (team) has its own room instead of a common staff-room. The Science department has the advantage of classes being within the hearing distance of the teachers

in the staff-room. Frequently, 'free' teachers were seen and/or heard discussing certain aspects of their subjects.

Overall culture of the school

The overall culture of the school can be described as masculine culture. There seems to be strong emphasis on power, leadership and toughness. The headteacher himself was seen to be strict and unfriendly.

School B

Discipline and punctuality

After the bell had rung no student could be seen coming to school. The company buses had off-loaded the pupils in good time. Through out my stay in the school, I could not see any teacher caring a stick or threatening pupils.

Teaching and learning

The approach was a bit more learner-centred. There was a lot of group work. Students were involved in set tasks punctuated with some independent work.

Community of equals

On arrival, I went to the headteacher's office to report my presence. I had never met him before. All arrangements for interviews had been done through telephone. I could not tell the headteacher from the teachers in dress and speech until one teacher introduced me. Just after introduction, I was asked if I could take tea. I agreed. Already I felt the positive atmosphere in the school. Pupils entering the office greeted us (headteacher and I). Back in the staff-room, I found that communication among teachers was friendly and was punctuated with jokes about teaching and learning of students and students progress. All the teachers meet in one staff-room. However, for each subject team there are what they call "preparation rooms". At tea time all the teachers came together. Among them I perceived a sense of community of equals. An interesting aspect of community of equals was when the language teacher had a talk with the headteacher. The teacher said, "T, I would like to show Mr Mamba around once he is finished with you." The headteacher replied, "You are welcomed, T." As regard class-room observation, I found that the O' level pupils were on study break, but most of them would come back to school and answer past examination questions in groups and invite the busy subject teacher for checking. Instead of giving the pupils answers, the teacher would challenge the pupils why they thought the answers were correct. This situation caused a lot of noise and giggling as the students were trying to justify their answers. Even more interesting was the informal language generally used like 'T' for teacher.

Overall culture of the school

I found the culture of the school feminine because of the friendliness, openness and caring approach teachers showed to visitors and other teachers. The headteacher, too, was friendly and open.

THE ROYAL SWAZILAND SUGAR CORPORATION

TEACHER PERFORMANCE ASSESSMENT FORM — CONFIDENTIAL

NAME:_____ T.S.C./CO. NO:_____

	Possible Scores	Actual Scores
1. TIMEKEEPING:		
[a] Consistently and willingly works well in excess of scheduled working hours.	11 - 15	
[b] Punctual, reliable and adheres to work schedule times.	6 - 10	
[c] Unreliable, but does try to meet minimum requirements.	1 - 5	
[d] Frequently late, eager to finish or absents himself/herself from time to time.	0 to -5	
2. SENSE OF RESPONSIBILITY:		
[a] A dedicated professional who is fully committed to the school and its pupils.	11 - 15	
[b] Mostly conscientious and reliable and has the interests of the school and pupils at heart.	6 - 10	
[c] Has a sporadic sense of responsibility and is therefore not fully dependable.	1 - 5	
[d] Has displayed an irresponsible attitude to the job.	0 to -5	
3. TEACHING INITIATIVE:		
[a] A resourceful, creative teacher who promotes learning by constantly initiating and sharing new approaches and methods in teaching.	11 - 15	
[b] Occasionally displays initiative but prefers to allow others to lead the way.	6 - 10	
[c] Resistant to change and does so reluctantly.	1 - 5	
[d] Displays very limited initiative.	0 to -5	
4. QUALITY OF WORK:		
[a] Consistently produces work of a very high standard in all areas of the job.	11 - 15	
[b] Generally thorough and careful, and requires limited supervision.	6 - 10	
[c] Can be careless and slapdash and therefore requires frequent supervision.	1 - 5	
[d] Of an insufficient standard and therefore requires constant supervision.	0 to -5	
SUB TOTAL		

	Possible Scores	Actual Scores
5. DISCIPLINARY CONTROL:		
[a] Maintains excellent disciplinary control and ensures an harmonious atmosphere both in and outside the classroom at all times.	11 - 15	
[b] Generally maintains good discipline and is not afraid to seek Head/Deputy's advice and help when necessary.	6 - 10	
[c] Frequently requires Head/Deputy's assistance in order to maintain control.	1 - 5	
[d] Has significant discipline problems.	0 to -5	
6. WORK ORGANISATION:		
[a] A careful, systematic teacher whose lesson preparation, classroom organisation and record-keeping is of a high standard.	11 - 15	
[b] Generally well-prepared and organised but occasionally needs to be reminded to meet required standards and deadlines.	7 - 10	
[c] Frequently disorganised, but does attempt to improve.	4 - 6	
[d] Appears unable to organise himself/herself adequately.	0 to -5	
7. CLASSROOM MANAGEMENT:		
[a] Always ensures that classroom is neat and tidy and that all issued equipment is in a state of good repair.	11 - 15	
[b] Classroom is usually neat and tidy with most equipment in working order.	6 - 10	
[c] Sometimes allows classroom to become untidy and disorganised. Sometimes does not control use of equipment with due care.	1 - 5	
[d] Classroom is often untidy and very little regard displayed for proper usage and upkeep of equipment.	0 to -5	
8. EXTRA-MURAL INVOLVEMENT:		
[a] Totally involved in the extra-mural program. Frequently initiates new activities and is prepared to give up a great deal of spare time for same.	11 - 15	
[b] Is a willing participant and contributor in all scheduled extra-murals	7 - 10	
[c] Is reluctant to become involved and only fulfills minimum requirements.	4 - 6	
[d] Unwilling to offer assistance in the extra-mural program.	0 - 3	
SUB TOTAL		

	Possible Scores	Actual Scores
9. STAFF RELATIONS:		
[a] A good team member, mixes and communicates well at all levels.	11 - 15	
[b] Generally considerate of colleagues and happy to render assistance when required.	6 - 10	
[c] Has limited consideration for the needs and aspirations of colleagues.	1 - 5	
[d] Selfish, so sometimes causes unnecessary friction, and some times avoids involvement with colleagues.	0 to -5	
10. LEADERSHIP:		
[a] Commands natural authority and respect amongst colleagues, parents and pupils.	10 - 15	
[b] Displays evident leadership potential.	6 - 8	
[c] Generally respected by colleagues, parents and pupils.	3 - 5	
[d] No obvious leadership qualities or potential	0 - 2	
TOTALS	150	

PRINCIPAL:_____ DATE:_____

EDUCATION MANAGER:_____ DATE:_____

Department of Education

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Fax: 339-3956

TO THE SCHOOL PRINCIPAL

This is to certify that Mr Noah Mamba is registered in this department for the M Ed by coursework and research project. As part of his research project, he will be conducting interviews, distributing questionnaires and doing some observation at schools in Swaziland. I request that you give Mr Mamba your support in this venture by permitting him to undertake these activities at your school, at a time and in a manner to be negotiated with you.

Yours sincerely,

PROFESSOR S PENDLEBURY
Head of Department

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