

**FACTORS AFFECTING THE ESTABLISHMENT AND PRACTICE OF
TEAMWORK OF TEACHERS: THE CASE STUDY OF SELECTED
SECONDARY SCHOOLS IN KILWA DISTRICT, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES (MED APPS) OF
THE OPEN UNIVERSITY OF TANZANIA**

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by Open University of Tanzania a dissertation titled “**Factors Affecting the Establishment and Practice of Teamwork of Teachers: The Case Study of Selected Secondary Schools in Kilwa District, Tanzania**” in partial fulfillment of the requirements for the degree of Masters of Education in Administration, Planning and Policy Studies (MED APPS) of the Open University of Tanzania.

.....
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(Supervisor)

.....
Date

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DEDICATION

To my Parents, Wife, Supervisor and Friends who have patiently endured and cheered me all through during the long period it has taken to complete this study. No words can express my feelings for them for the sacrifice they have made but this token gesture is the least I can do for their deep real love, support and aspirations.

DECLARATION

I, **Kilindo John Emanuel**, do hereby certify that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for similar or any other degree award.

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Signature

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Date

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ABSTRACT

This study set out to investigate factors affecting establishment and practice of teamwork of teachers in secondary schools. The study was conducted in Kilwa district at Kilwa, Mtanga, Miteja, Kinjumbi and Mpunyule secondary schools. The study was directed by three specific objectives which focused on; identifying factors for establishment and practice of teamwork, determining challenges faced by the teachers in practicing teamwork and suggesting appropriate strategies for teachers to practice teamwork. A case study design was used whereby qualitative and quantitative approaches were employed in the study. Data were collected through observation, questionnaires and interviews from the heads of schools, academic teachers and ordinary teachers. Quantitative data were tabulated into tabular, frequency and percentages while qualitative data were subjected to content analysis. The findings revealed that factors such as democratic leadership, clear communication and good interaction were positive and others such as poor rewarding system and lack of recognition, poor working environment, inadequate number of teachers and lack of teaching and learning materials were negative factors to the establishment and practice of teamwork. Also it was found that teamwork of teachers was strong and effective in social matters such as death related ceremonies, ceremonies and sports, but weak in academic matters such as teaching and learning

process. The researcher recommends that provision of rewards, educating teachers on the importance of teamwork, provision of funds and improving working environments as the solutions strengthening the practice of teamwork of teachers in secondary schools.

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LIST OF ABBREVIATIONS

BRN	Big Results Now
DED	District Executive Director
DSEO	District Secondary Education Officer
ESRDP	Education Sector Reform and Development Programme
MDGs	Millenium Education Goals
MoEVT	Ministry of Education and Vocational Training
PEDP	Primary Education Development Programme
SEDP	Secondary Education Development Programme

CHAPTER ONE

BACKGROUND AND ITS SETTING

1.1. Introduction

This chapter of the study provides background of the study, statement of the problem, objectives of the study, research questions, significance of the study, limitation of the study, definitions of key terms, and organization of the study.

1.2. Background of the Study

This study aimed to investigate factors affecting the establishment and practice of teamwork of secondary school teachers in Kilwa district secondary schools. Despite the efforts made by the government and other education stakeholders to improve education system in Tanzania through different programmes, seminars, meetings and workshops, the establishment and practice of teamwork of teachers is a challenge in schools. The study has been conducted in five secondary schools in Kilwa district in Lindi region.

The united Republic of Tanzania has addressed a lot of strategies in different periods in order to improve the education system since the 1960s. Several efforts were made by the government aiming at providing quality education to its people (Madunda, 2014). The strategies have included Education Sector Reform and Development Programme (ESRDP 1999), Primary Education Development Programme (PEDP) for the period between (2002–2006), Secondary Education Development Programme

(SEDP) with two phases (phase I; 2004 – 2009, phase II 2010 – 2015). The programmes aimed at improving working environment, management system, development and training teachers as results teachers can establish and practice teamwork (Mkapa, 2013 and Scholl, 2007). However the government of Tanzania in 2013 launched another programme known as Big Result Now (BRN) as an effort towards education sector improvement. The BRN programme aimed at addressing challenges facing education sector, such as increasing performance rate to 60% in 2013, 70% in 2014 and 80% in 2015, increasing accountability, increasing the provision of teaching and learning materials, improving teachers working conditions, improving school management system (MOEVT, 2015).

Teamwork of teachers is an important strategy in order to realize educational goals of the country. It has been observed that despite the efforts made by the government and other education stakeholders through different seminars, meetings and workshops on teachers when implementing the programmes, establishment and practice of teamwork of teachers in schools is still a challenge. Teamwork in any organization is very important for the organizational development. School as an organization is an institution that has collective goals and is linked to an external environment (Davis, 2004). Schools consist of members who should work as a team for the improvement of the school by utilizing the available resources (Babyegeya, 2002).

A good school should have a teamwork which is strong and effective. According to Hallam (1996), the characteristics of a good school are as follows, feeling for the community, have positive atmosphere, have a broad view of education, have an

attractive environment, a sense of purpose and self critical stance. These characteristics lead to the quality education and can be attained when there is teamwork of teachers.

Schools attitudes and practices continue to show disunity, selfishness and lack of love among its most essential human resources, educators, as a result poor performance, conflicts and low quality education prevail (Clements, 1981). Sense of unit is brought about by teamwork and the education stakeholders should interact and help each other in order to solve, improve and increase efficiency in the schools (Brown, 1991).

Teachers work alone with groups of learners in classrooms. Teamwork approach assists the teacher to show a value of collaboration and introduce a new spirit of cooperation and collegiality. The teachers can have a greater capacity to think collectively and utilize qualities of people in more creative and effective way to the school which is learning organization (Whitaker, 1998).

Teamwork emphasize on collaboration, solidarity and interdependence. The teachers in schools are valuable in all aspects and should be treated with dignity. This ensures humanistic management approach whereby the teachers will be motivated to participate in decision making, delegating duties and commitment to their work (Nafukho *et al.*, 2011).

Expansion of education in Tanzania has involved increasing of the members of schools, and this should go together with the provision of quality education.

Teamwork of teachers ensure fully participation in realizing education aims, such aims as personal, social, economic, political, cultural and moral (Hunter, 1998). The higher level education participation especially establishment and practice of teamwork of teachers is the one way of improving education system as the teachers implement education policy.

Secondary school teachers in Kilwa district are supposed to increase performance so as to produce students who are marketable in the competitive world, since education system is day to day changing according to the development of science and technology in terms of different cultures, different people and different systems. Teachers have therefore reactions and emotions on how to face these challenges. Through teamwork, teachers can be interdependent and all important educational complexities can be done effectively (Levi, 2010).

No single person is capable of developing, manufacturing and selling today's complex products (Dyer and Dyer, 2007). School is like an industry whereby the students are being given skills, knowledge and attitudes for transformation of science (skills) into technology and productivity and this is major rationale used by government to create public school system and the teachers should be developed as a human resource in education, creation of teamwork is the solution to these education goals (Babyegeya, 2002). Teamwork consists of the elements that show a sense of direction, getting organized by attention to process, procedure, awareness of time, commitment, success, demonstration of communication skills and interaction at high

level, and personal qualities such as being open and honest, speaking directly, appreciating the efforts of others (Whitaker, 1998).

Society and the nation aims to have great achievement through educating people, since team work involves more people who are affording more resources, ideas and energy than would an individual do. Teamwork of teachers is the heart of great achievement (Maxwell, 2008). It provides multiple perspectives on how to meet a need or reach a goal by providing several alternatives for each situation. Teamwork of teachers plays a great role when the government makes some effort to reach millennium education goals (MDGs). It ensures quality education by reducing and solving; teaching and learning challenges due to science and technological changes, hence increasing performance, accountability, management level, enrollment, and democracy in educational system (Holmes, 2003 and Mtawa, 2013).

In Kilwa district secondary schools, there are complains on poor performance, students drop outs, conflicts within the school members, shortage of teachers due to transfers and scarcity resources. Due to these factors the study on the factors affecting the establishment and practice of teamwork of teachers becomes very important in Kilwa district secondary schools, since teamwork of teachers has great positive impact in facing the outlined factors above, such as increase of students performance, improvement of management system, improvement of teaching and learning materials, adequate use of school resources, obtaining competent and confidence teachers, increase students discipline, curbing students drop out, teachers turnover

being reduced and reduction of conflicts and students protests and generally the improvement of education system (Mbele, 2008).

1.3. Statement of the Problem

The studies on the teamwork have been done in different areas of the workplaces such as hospitals, industries, banks, and schools inside Tanzania and throughout the world. The studies widely done on teamwork in schools have been done outside Tanzania and those done in Tanzania were mainly based on the teamwork on teaching and learning into the classes as methodology before community secondary schools were formed. Therefore it was very important to study the establishment and practice of teamwork of teachers in schools nowadays when the community schools have increased which is parallel to the increase of number of teachers. According to the knowledge of the researcher, little has been done to analyze the establishment and practice of teamwork of teachers specifically in secondary schools in Kilwa district. Due to its important in providing quality education, it was necessary to study the factors affecting the establishment and practice of teamwork of teachers in Kilwa district secondary schools.

1.4. Objectives of the Study

The objectives of this study were divided into general objective and specific objectives.

1.4.1. General Objective

The general objective of this study was to investigate factors affecting the establishment and practice of teamwork of teachers in secondary schools in Tanzania, specifically in Kilwa district.

1.4.2. Specific Objectives

The followings were the specific objectives of this study:

- i. To identify factors affecting the establishment and practice of teamwork of teachers in secondary schools.
- ii. To investigate challenges faced by the teachers on the establishment and practice of teamwork of teachers in secondary schools.
- iii. To explore appropriate strategies on the establishment and practice of teamwork of teachers in secondary schools in Tanzania.

1.5. Research Questions

The study was guided by the following questions

- (i) What are the factors that account for the establishment and practice of teamwork of teachers in secondary schools?
- (ii) What are the challenges faced by the teachers on the establishment and practice of teamwork of teachers in secondary schools?
- (iii) What should be done in order to make the effective the establishment and practice of teamwork of teachers in secondary schools?

1.6. Significance of the Study

The findings from this study will help education stakeholders such as Ministry of Education and Vocational Training, teachers, parents and the students to understand the importance of teamwork of teachers in the education system towards the realization of quality education. According to Maxwell (2008), teamwork of teachers helps to improve performance, leadership system, create collaborative culture and is the heart of great achievements in the education sector. Therefore the findings may help to contribute a lot in improving performance of the schools. Also the study will increase opportunity for other researchers to go beyond this research related aspect.

1.7. Limitation of the Study

The limitation was based on the scope of the study as this study was limited to five secondary schools namely, Kilwa, Mtanga, Miteja, Kinjumbi and Mpunyule in Kilwa district. This helped the researcher to minimize time and allocation of funds since the researcher was conducting the study by private sponsorship. Therefore, the findings of the study will be applied to the education system and not other sectors such as health and agriculture.

1.8. Definitions of Key Terms

The following are key definitions as they are used in this study.

1.8.1. Establishment

According to Merriam (2015), establishment refer to a settled arrangement, a permanent civil or military organization, a group of social economic and political leaders who form a ruling class, controlling group, a place of business or residence with its furnishings and staff and can be a public or private institution. In this study establishment is the formation and existence of groups of teachers in secondary schools for the purpose of improving performance.

1.8.2. Practice

Practice is the act of rehearsing a behavior over and over or engaging in an activity again and again for the purpose of improving, mastering it (Anders, 2011). In this study practice referred to the ways the teachers repeating actions, doing, learning and acquiring experiences of working together as a team in secondary schools.

1.8.3. Teamwork

Radices and Radovanovic (2013) define teamwork as the structure whereby a number of people with different background, skills and knowledge drawn from various areas of an organization work together on a specific and defined tasks. The school is one of the organization and set up with specified goals which should be reached and the teachers are very important in day to day activities of the school and that they should work as a team for the school development. (Clegg et al, 2011).

1.8.4. Teacher

A teacher is the person who is capable of imparting knowledge, skills and shaping the youths to the wider scope of knowledge. The teacher is capable of living and moulding the youths. The teacher can also teach or facilitate the learning process (Nyerere, 1968).

1.8.5. School Culture

School culture is defined as the traditions, beliefs, policies and norms within a school that can be shaped, enhanced and maintained through the schools. It is something that makes the school to grow or fail (Babyegeya, 2002).

1.9. Organization of the Study

This study comprises five chapters. Chapter one of the study looks at the background of the study, gives a statement of the problem specific objectives of the study, research questions, significance of the study, limitation of the study, and definitions of key terms. Chapter two looks at the theories governing the study, conceptual framework of the study, different empirical literatures from different researchers and authors and identifies the research gap of the study. Chapter three deals with the aspects of research methodology in carrying out of the study which is area of the study, research design, research approach, population and sample size, data collection techniques, data analysis plan, ethical research considerations. Chapter four consists of presentation, analysis and discussion of the research findings and chapter five gives a summary, conclusion and recommendation of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This chapter of literature review provides underpinning theories governing the study, conceptual framework of the study, theoretical reviews on the importance of teamwork of teachers, characteristics of effective teamwork of teachers, the factors for establishment of teamwork, studies on the practice of teamwork of teachers inside and outside Tanzania, challenges facing teachers on the establishment and practice of teamwork and research gap of the study.

2.2. Conceptual Framework

Kombo and Tromp (2006) define conceptual framework as a structured form a set of broad ideas and used to structure presentation. It is the system of concepts, assumptions, expectations, and beliefs and theories that support and inform the research. It is a key part of a research design. It is a visual or written products one that explains either graphically or in narrative form, the main things to be studied, the key factors, concepts or variables and presumed relationships among them (Cohen et al. 2007). Conceptual framework articulates the pathways by which an intervention is expected to cause the desired outcome and provides evaluator with specific elements to assess.

According to Nixon (2012), Kelleg model of inputs to impact, show that inputs are resources dedicated to be consumed such as staff, facilities, money, and time. Activities are what projects do with inputs to fulfill the mission such as assessing, enabling and reviewing. Output is the volume of work accomplished by the project (quantity), number of projects or the number of case study. Outcomes are the changes or benefits for participants during or after project activities (change) better skills and better project, while impact is a long term consequences of the intervention or a fundamental change intended or unintended in a system or society. This can be summarized in the following depiction:

Input	Activities	Output	Outcomes	Impact.
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Teamwork on teachers can be applied by modifying the stated model as input, output, outcome and impact in education system for quality education. Establishment and teamwork practice depend on the factors which are shown and developed among the school members. Factors for teamwork practice are the inputs and become independent variables, while outcomes are the effects which occur by assessing factors and teamwork and this becomes intervening variables. Dependant variable is the impact shown as a result of inputs. The conceptual framework of this study is indicated in Figure 2.1

INDEPENDENT VARIABLES

1. Motivation
2. Positive atmosphere
3. Good working environment
- 4 .Interaction and clear communication
5. Democratic leadership
6. Feeling of the community
7. Rewards and recognition
8. Commitment and sense of purpose
9. Interdependence and trust

INTERVENING VARIABLES

1. Teachers relationship increase
2. Teachers turnover reduces
3. Good management system
4. Peace and harmony increases
5. Performance increases
6. Student discipline increase
7. Teachers commitment increase
8. Student drop out decrease
9. Competent and confidence

DEPENDENT VARIABLES

STRONG AND EFFECTIVE

TEAMWORK

Figure 2.1; Conceptual Framework Model: Factors Affecting Teamwork of Teachers

Source: Adapted from Nixon (2012).

The conceptual framework shows the relationship between factors and teamwork of teachers. Teachers are motivated, have positive interaction and clear communication, rewarded and recognized, have commitment and sense of purpose, provided with good working environment with positive atmosphere, interdependence and trust, feeling of community, democratic leadership and having broad view of education will increase positive relationship. As a result of this status, teachers' turnover will be reduced, improved good management system, increased peace and harmony, increased student performance and discipline, decrease in student dropout and teachers becoming competent and confidence. These situations lead to have strong and effective teamwork which is continuous in education system (Watkins, 2000).

2.3. Theories Governing the Study

The study was governed by teamwork theories which were earlier developed by psychologists. According to Tuckmans (1965) stages of group development, the team members should have common features, interpersonal, group structure and task activity and can be passing to four common stages. These four stages are known as forming, storming, norming and performing. Forming stage involves socialization activities. Storming stage is characterized by individual assertiveness, hidden agenda, conflicts discomfort and effective interaction. In the norming stage members refocus

their objectives, team spirit, addressing problems and leadership process. Performing stage is reached when relationship is high with clear focus on task and is shown by high morale, loyalty and equal participation of team members (Kennedy and Nilson, 2008).

2.4. Theoretical Reviews

Theoretical reviews discuss importance of teamwork, characteristics of effective teamwork, factors that lead to the formation of teamwork and the challenges on the practice of teamwork by teachers.

2.4.1. Importance of teamwork of teachers

Teamwork of teachers is important for the aim of grouping persons in order to work together and to be used as guidelines for solving, improving and to increase efficiency in school (Parker, 1990). It supports school atmosphere which encourages students to learn and acquire higher level of interaction among school members (Petty, 1998). Interaction leads to support each other in the organization and it is associated with trusting of the members (Dyer and Dyer, 2007). Maina (2010) in his research found out that teamwork is shown by members in a supportive, trusting atmosphere that make them to achieve their goals and solving the problems.

Teamwork is necessary for effective administration in schools. The findings from Dale (2006) show that administrative teamwork in a school share ideas with the teachers, teachers share wisdom with their principals and assistant principals who

help the teachers and administrators to have high link and confidence in their daily school routine. Kilewo (2014) has indicated that administrative techniques become effective when there is collaboration, open communication, informal relation, and positive atmosphere and this is possible through teamwork of teachers. Participative approach in administration improve school public relations, school management team improve communication which is necessary for the organizational change such as maximizing learning resources, attention to the policies for teaching and learning, aspects of rewards, examination grade and recognition of students (Gray et al. 1999).

Teamwork on teachers is necessary for implementing school curriculum. School curriculum outlines the skills, performance, attitudes and values pupils who are expected to learn from school. It includes statements of desired pupil's outcomes, description of materials and planned sequence that will be used to help pupils attain the positive outcomes. Effective implementation of this curriculum depends on teachers. Mtayungulwa (2013) has analyzed that teamwork of teachers increase efficiency in curriculum implementation since the teachers are the ones who adopt and implement the ideas and aspirations of the designers of the curriculum. Teamwork on teachers also gives new opportunity for improvement of school curriculum. Collaboration of teachers helps to have more skills required to develop curriculum (Millman and Hammond, 1990).

Teamwork of teachers helps to keep the teachers in schools. Johnson et al. (1998) analyzed that teachers are moving from one school to another and the other teachers

are leaving the profession due to lack of teamwork of teachers which provide positive interdependence, promotive interaction, individual accountability and social skills. Teamwork lead to higher retention and minimize teachers turnover. Ingersoll (2001) analyzed the factors for the existence of teamwork of teachers in schools such as administrative team, feeling valued as a staff member and how school operates as a team in terms of actual work, climate of work place and being part of the team. Low turnover in schools is due to strong teamwork existing characterized by participation of teachers in decision making, sharing of ideas and supportive environment (Babirye, 2005)

Problems solving become very important to the schools which are learning organizations. The school and its members face a lot of problems due to the development of science and technology. Sharing of ideas, discussion, strong relationship, shared goals and objectives, collaboration and flexibility of the teachers in schools is the only solution to face these challenges (Hubbard, 2005 and Dyer and Dyer, 2007). Teams whose members all have similar experience and seniority may be able to settle problems more informally whereby each member can have an opportunity to explain the problem and can have their say without being interrupted (Bakkern, 2007). Teamwork can solve the stress and problems of the teachers. Teachers are very important in management function to perform, without the cooperation of teachers who work in an organization, it is impossible to make that organization work (Sandison, 1994). According to Hallam (1996) conflict resolution is possible through teamwork, since it involves people of different levels of ability

varying greatly in their development. This makes them to deal with conflicts, confrontation and any difficult situation.

Academic improvement of the students by raising performance is a major product of the teachers' teamwork. Maina (2010) has indicated that the performance increases when the school leader build a teamwork on teachers. On the other side, the findings from the research work by Hensley (2013), Hubbard (2005) and Petty (1998) show that teachers have opportunity to use different teaching and learning strategies, new skills, new knowledge, planning school schedule, professional development, creativity, evaluation, synthesis and analysis within the school programmes when they are in a team. Teamwork on teachers fosters democratic environment in schools. The type of education obtained gives individuals a personal interest in social relationship and controls of habits mind which secure social change. Democratic schools make the provision for participation of all its members on equal terms and which secure flexible, readjustment of its institution, through interaction of different forms of associated life (Johnson, 2010).

2.4.2. Characteristics of effective teamwork of teachers in schools

Different studies have indicated that effective teamwork is one of the ways in which members show high level of socialization whereby teachers work in more interactive environment. It needs the teacher to operate with the roles, relationships, rewards and expectations of variety of perspectives (Millman and Hammond, 1990).

According to Shen (2002), the following are the characteristics of the effective teamwork. The characteristics include having:

- (i) Common goal
- (ii) Social organization
- (iii) Interdependence between members
- (iv) Effective communication and interaction
- (v) Mutual interest (group interest)
- (vi) Mutual trust (listening each other and respecting contributions from others)
- (vii) Cohesion (contribute equal, no intervention)
- (viii) Inspired leadership
- (ix) Commitment and loyalty
- (x) Open minded and progressive
- (xi) Members think competitively

In addition to the above characteristics, Hargreaves (1994) and Forsyth (2006) analyzed other elements which contributed to effective teamwork such as moral support, increased efficiency, reduced overload, opportunity to learn, professional development, reduction of uncertainty, increased capacity for reflection, commitment accountability, goal sharing and interdependence.

2.4.3. Factors for establishment and practice of teamwork of teachers

Aguttu (2013) has come out with the factors that affect teamwork negatively. Such factors include frequent transfer of the teachers without replacement. This situation affects the existing teamwork. For example, teachers are being transferred from one school to another due to different reasons such as marriage, diseases, promotions and demotions.

Management approach used by the managers of the schools influence teamwork of teachers in terms of vision and mission, motivation of teachers, delegating duties, free flow of information, designing and maintaining teachers working environment (Nafukho *et al.*, 2011). Strategic management is growing complexity and dynamism of the environment and the need of solutions to this situation by allocating of resources to allow, the school to carry out the goals. Kumar (2006) has indicated that strategic management is possible through teamwork and is influenced by leadership, resource allocation and communication.

Rajapakshe (2002) and Russel (1996) analyzed that a leadership style is very important in creating teamwork. Leadership fosters collaboration and involvement of teachers. Leaders influence teachers and arouse confidence by using democratic style of forming teamwork of teachers, identify staff needs, enable staff members to cooperate, provide vision for the future and chance for good communication interaction among the teachers.

Establishment of teamwork led to quality assurance in schools. Primrose and Chrispen (2013) have observed that teamwork on teachers is associated with the factors such as working conditions, teacher turnover, administrative shortcomings, and favoritism in appointment of school managers and political environment. The findings show that the factors for establishment of teamwork are the factors for academic improvement in schools. Babirye (2005) and Llah (2000) have identified that teamwork of teachers is influenced by teachers' motivation such as high salaries, staff meetings that involve teachers in decision making and good communication between administrators and teachers, teachers and teachers.

According to Chissiki (2005), strong teams strengthen self esteem and this is an element that rules our lives and guides our behavior. Self esteem therefore becomes a factor for the establishment of teamwork. Individual commitment and behaviors determine team effectiveness in an organization and this helps in an organizational changes, strong union and supportive school team. Excellent communication and the transparency of the involved parties and the clearly defined performance are the factors that play a vital role in creating trust in the implementation phase of group establishment, trusting one another among the team members make the teachers form strong organization with commitment to the school (Forsyth, 2006).

2.4.4. Challenges of teamwork establishment and practice by teachers

Teamwork practice is faced by challenges in schools. According to Fullan and Hargreaves (1991) on the study what's worth for working together in Ontario Public

schools, the findings show that teamwork practice is faced by barriers such as norms of privacy, subject affiliation and departmental organization, status differences, physical separation, reward system, and time. These barriers are discussed below.

Norms of privacy: The teachers remain in their classrooms the entire day, even at lunch. Most teachers feel that other teachers are none of their business except to supply advice to other teachers only when asked.

Subject affiliation and departmental organization: Most secondary schools are organized by teaching subjects and most teachers view themselves as subject matter specialists. Therefore the subject gives teachers a frame of reference, a professional identity and a social community the privacy in which the teacher works.

Status differences: Academic disciplines have high status, command greater institutional respect and compete more successfully for resources and this status differences between teachers make them to be separate from each other.

Physical separation: Social and organizational structures of school makes most of teachers to be isolated. They are not interdependent and this makes them to be alone and facing a lot of problems due to low interaction with others. This is also seen in most comprehensive high schools, vocational and academic education are two separate worlds, at the same time are not members of the same professional community. Academic and vocational are separated physically, socially, organizationally and educationally.

Reward system: This is a challenge due to the fact that most schools do not recognize community work. The teachers are given rewards individually when the performance is high in his or her subject. This makes them to develop the spirit of selfness especially in teaching students and discourage team teaching even in subject departments.

Time: The amount of time to plan, time spent to develop school wide support structured for co teaching, time spent to prepare students, the time teachers are given to develop different matters that are necessary for school routine become a challenge for implementation of teamwork approach in schools.

The above challenges can be solved by publicizing the importance of teamwork of teachers to students, parents, and community, the purposes and anticipated positive outcomes of the teamwork practice of teachers. The teachers have to work in pairs to assure that students are being taught. Provide open and unstructured line in a relaxed atmosphere for teachers to share, finally provide time for teachers to observe and experience hands on activities in each other's classes (Fullan and Hargreaves, 1991)

2.5. Empirical Studies

This part discusses empirical studies on the establishment and practice of teamwork of teachers in schools, studies on cooperative and collaborative learning, the studies done outside and inside Tanzania.

2.5.1. Studies on the establishment and practice of teamwork of teachers

This part deals with the study on how teachers practice teamwork through collaborative school culture. Teamwork practice of teachers of secondary school is determined by school culture, whereby parents, teachers, and students always sense something special which controls all activities in the school. School culture determines and affects the way people act, how they dress, what they talk about, how they seek help from colleagues. Culture is a complex web of norms, values, beliefs, assumptions, traditions and rituals that have been built up over time as teachers, students and administrators work together, deal with crises and interactions (Lortie, 1975).

According to Little (1982), teamwork practice of teachers is shown by how the teachers, students, and administrators interact for school development. Many schools exist as isolated work places whereby teachers work largely alone in their classrooms interacting little with their colleagues and keeping problems of practice to themselves. In this situation the teachers are kept separated from one another, seldom engaging their peers in conversation, professional sharing or problems solving. Teamwork practice makes the teachers to engage in professional dialogue with colleagues, share ideas, knowledge and techniques in classroom issues. Teamwork practice reinforces and supports high level of collegiality and collaborative school culture, by enriching the work of teachers and strong teamwork existence.

The studies done by Fullan and Hargreaves (1991) on what's worth fighting for working together for the school in Ontario public schools show that teamwork practice of teachers is done through the followings:

- i. The teachers interact with students and other colleagues by sharing information.
- ii. Stronger professional networks are developed to share information.
- iii. More complex problem solving and extensive sharing of knowledge.
- iv. The teachers receive respect and consideration as persons.
- v. Students show improved achievement.
- vi. Teachers develop the collective confidence to respond to changes.
- vii. Interdependence is fostered.
- viii. The school becomes a place of hard working people with strong and common commitment.
- ix. Using technical language shared by educators that transmit professional knowledge quickly.
- x. Disagreements are openly voiced more frequently and discussed.

Johnson (1990) has indicated that teamwork practice of teachers need the school to practice the following:

- i. Regular opportunities for continuous improvement.
- ii. Opportunities for career long learning.
- iii. Teachers, who are more likely to trust, value and legitimize sharing expertise, seek advice and help other teachers.

- iv. Decreased sense of powerless and increased sense of efficacy.
- v. Reduced sense of uncertainty associated with teaching.
- vi. More team teaching and shared decision making.
- vii. Sharing resources and supplies, planning cooperatively and developing a common sense of accomplishment and strong sense of efficacy.
- viii. Increased confidence and commitment to improvement of practice.
- ix. Teachers who regularly seek ideas from seminars, colleague's conferences and in-service workshops.
- x. Increased external professional networking with other teachers, schools, programmes and restructuring associations.
- xi. A place where continuous self renewal is defined communicated and experienced as taken for granted fact of everyday life.

According to Little (1982) on the study about teamwork practice, identified that in teamwork practice, the teachers are designing and preparing materials, designing curriculum unit, researching materials and ideas for curriculum, writing curriculum, preparing lesson plans, reviewing and discussing plans, crediting new ideas and programs, persuading others to try an idea, making collective agreements to test an idea, inviting others to observe ones teaching, teaching others in formal in services, teaching other formally, talking publically about what one is learning, engaging in peer coaching, working or interdisciplinary units and meeting to talk about professional topics of interests such as self esteem. These practices make teachers to have time to interact around the problem of practice and fostering relationships.

2.5.2. Studies on cooperative and collaborative learning

Cohen (1986) defines cooperative and collaborative learning as the system of teaching and learning in which students learn together to explore a significant questions or create a meaningful project. In cooperative and collaborative learning students work together in small groups on a structured activity then cooperative groups work face to face and learn to work as a team. It includes three necessary things which are; students need to feel safe and challenged, small groups that everyone can contribute and lastly task must clearly be defined. Cooperative and collaborative learning techniques should help make this possible for teachers:

- i. Learners actively participate.
- ii. Teachers become learners at time and learners sometimes teach.
- iii. Respect is given to every member.
- iv. Projects and questions interest and challenge students.
- v. Diversity is celebrated and all contributions are valued.
- vi. Students learn skills for resolving conflicts when they arise.
- vii. Members draw upon their past experience and knowledge.
- viii. Goals are clearly identified and used as a guide.
- ix. Students are invested in their own learning.

A study on the effectiveness of collaborative teaching in the introduction to design course by Lin and Xie (2009) in Taiwan, have identified that cooperative and collaborative learning provide teachers with more opportunities to get involved, overcoming teaching and learning difficulties, stimulating the growth of professional

knowledge and abilities and learning from each other. The researchers also analyzed the difficulties of the implementation of cooperative and collaborative learning includes:

- i. Personnel organization.
- ii. Space and equipment.
- iii. Lack of specialized skills in the related field.
- iv. Collaborative teaching schedule arrangement.
- v. Constant interruption at work site.
- vi. Time pressure.
- vii. Extra burdens.
- viii. Lack of support from school administration.

In addition to that, researchers have analyzed suggestions to overcome the above difficulties such as encourage teachers to use collaborative teaching, a group of 3-6 teachers must leave behind individualism to create a culture of collaboration among teachers and stimulate each other professional growth, teachers and students must learn the importance of cooperation and improving relationship among teachers.

2.5.3. Studies done outside Tanzania

Eameaim et al., (2009) on the study of developing a model of teachers team building at secondary school in Thailand, found that teachers had teamwork which showed the following: team uniqueness, trust, cooperation, working process, team meeting, organization culture, motivation, participation, organization climate, communication,

decision making, coordination, conflict management and leadership. The findings also show that team building factors depend on personnel comprising innovation factors such as clear purpose, determination of roles and goals and finally working skills. Conflict administration comprising decision making, trust in one another, team meeting, coordination and communication, while developing individuals depended on organization, teamwork and personnel involved.

The study on teamwork process in the government school in Pakistan, conducted in Government Girls High Secondary School in Karachi by Rehman (2008) show that teamwork leads to collectivism, develop a caring relationship, enhances commitment to the school and tends to lead to distributed leadership. Teamwork outcomes are generally regarded as an effective outcome and depend on team members, incorporating activities, building strong relationship and mutual trust.

2.5.4. Studies done inside Tanzania

The findings by the study done by Rweyendela (2009) on the administrative tasks and school effectiveness, a case study of human resource related, show that the heads of schools must understand their roles and should be ready to seek advice from their fellow teachers, working as a team for school development and that the teachers as human resource should be handled with humanity.

The findings from the study carried out by Kilewo (2014) on the influence of school administration on students academic performance in Tanzania, a case of selected

public secondary schools in Dar es Salaam have indicated that factors for teamwork such as collaboration, distribution of power, open communication channels, informal relation, setting clear goals, motivating teachers, supporting teachers' development are very important in the establishment and practice of teamwork leading to the improvement of school performance.

The study on what makes Iringa schools different from others done at Ruaha Secondary School by Llah (2010) show that spirit of teamwork of teachers makes the school to perform well. The spirit of teamwork is developed by motivation through paying good salary on time, administration extensive consultations with the teachers, free express of opinions, unity among members, weekly staff meetings, team decision making, honesty and respect to each other.

2.6. Research Gap

Several studies have been conducted concerning teamwork in Tanzania and different countries all over the world; however few studies have been carried out to study teamwork on secondary school teachers in Kilwa district. This study therefore intended to bridge this gap. It intended to find out sufficient information on the problem in question and suggest possible solutions to be taken to establish and practice effective teamwork of teachers in Kilwa district in particular.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

According to Kothari (2004), research methodology is a way to systematically solve the research problem. It is a science of studying how research is done scientifically, studying various steps that are generally adopted by a researcher in studying the research problem along with the logic behind them and the methods used. This chapter of research methodology covers area of the study, research design, research approach, target population and sample size, sampling techniques, data collection instruments, data collection methods, data analysis plan, validity and reliability, and research ethical issues.

3.2. Area of the Study

The study was conducted in Kilwa district in Lindi region. Secondary schools in Kilwa district were involved purposely due to low quality education which was caused by among other things lack of effective teamwork of teachers.

3.3. Research Design

The design of this study was a case study which is descriptive. Kombo and Tromp (2006) have explained that a case study looking at the object to be studied as a whole,

seeks to describe a unit in detail, analyze an issue in detail and in context. Descriptive design is used to describe the state of affairs as it exists and the researcher reports the findings. The descriptive research methods are concerned with the conditions or relationship that exist and investigate the current status and the nature of phenomenon (Enon, 1998). According to Kothari (2004), descriptive research studies are those studies which are concerned with describing the characteristics of a particular individual or group and the most social research come under this design. The design benefited the study due to the use of sample population as respondents and using questionnaire together with the interview as the instruments for collecting data whereby the researcher obtained detail information from the respondents which helped to describe the establishment and practice of teamwork of teachers.

3.4. Research Approach

The research approach of this study was mixed method approach, where it employed the combination of quantitative and qualitative approaches. Qualitative approach is reliable in making deep exploration of respondents to obtain required information while quantitative approach is more interested in numbers and statistical procedures which was also used in this study. According to Creswell (2009), the use of both approaches is possible to confirm validity, reliability and corroborate findings within a single study.

3.4.1. Qualitative approach

Qualitative approach is concerned with organizing, accounting for and explaining the data. It involves making sense of data in terms of participant's definitions of the situations, noting patterns, themes, categories and regularities (Cohen et al. 2007). This approach favored the study by focusing small number of people and tends to be detailed and rich. It deals with subjective assessments of attitudes, opinions and behavior and it is possible through focus group interview, and in depth interviews.

3.4.2. Quantitative Approach

According to Kothari (2004), quantitative approach involves generation of data in quantitative form which can be subjected to rigorous quantitative analysis in a form and rigid fashion and can be inferential, which there is a formation of database from which to infer characteristics or relationships of population.

3.5. Target Population

According to Kombo and Tromp (2006), population refers to an entire group of persons or elements that have at last one thing in common. Somekh and Lewin (2005), defines population as all people or phenomenon under study from whom a sample was selected for research. Population of this study was secondary school teachers in Kilwa district. Out of 28 secondary schools, only five schools were selected and the teachers in these five schools were the participants of this study. The teachers in these schools were in the category of heads of schools, academic teachers and ordinary teachers.

3.6. Sampling Techniques

It is necessary to select the representative sample of the population, in which the same range of characteristics or attributes can be found in similar proportion, the truly representative sample that can generalize the research findings of the whole population (Somekh and Lewin, 2005). The process of selecting the participants is called sampling and the people selected are called samples (Enon, 1998). Probability and non probability sampling were used in this study whereby each member or item had an equal chance or known chance of being selected so as to avoid bias.

Simple random sampling was applied in which each population has an equal chance of selected (Kombo and Tromp, 2006). Through writing the names of schools, the sample was picked to represent a large population (Sapsford, 1999). The names of all 28 secondary schools in Kilwa district were written on small pieces of paper then folded and put in a small box and shaken well. Finally five pieces of paper having names of different secondary schools were picked and the names of the schools of the picked papers appeared were the sample schools. Ten teachers in each sampled school were selected randomly by the same procedure and a total of 50 teacher respondents were the targeted sample of the study. The category and size of each category is indicated in Table 3.1.

Table 3.1: Category of Respondents and the Size of Each Category

Category of respondents		Sample size
1	Number of schools	5
2	Heads of schools	5

3	Academic teachers	5
4	Ordinary teachers	40
5	Total number respondents	50

Source: Field (2015)

3.7. Data Collection Methods

The data collection methods were based on the sources of data which were primary and secondary data.

3.7.1. Primary data collection instruments

Primary data are those which are collected afresh and for the first time and thus happen to be original in character. The data are collected through direct communication with respondents (Kothari, 2004). In this study questionnaire, interviews and observation were used as primary data collection instruments. This study was designed to use questionnaires and interviews in collecting primary data. The use of questionnaires and interviews benefited the study in terms of time and use of diverse large sample population.

3.7.1.1. Questionnaire

Questionnaire consists of number of questions printed or typed in a definite order on a form or set of forms. Questionnaire design, provide a way of gathering structured and unstructured data from respondents in a standardized way as a part of interview and self completions (Somekh and Lewin, 2005). It is sent to respondents who are expected to read and understand the questions and write down the responses in the space meant for the purpose in the questionnaire itself, the advantages of

questionnaires in carrying out research include low cost, free from bias and used in geographical distribution (Kothari, 2004). According to Kombo and Tromp (2006) and Enon (1998), the advantages of using questionnaires include time saving and can be used in large sample diverse. The questionnaires were distributed to the teachers and were required to fill them in allocated time of two days. The advantages of using a questionnaire in this study included, low cost, used even in widely spread geographical areas, was free from bias, respondents used their own words, respondents had adequate time to fill in the questionnaire and respondents who were not easily approachable were also reached conveniently. The disadvantage of this tool is that they may get lost, arrive late and at some situations they are not returned (Enon, 1998). The researcher made follow up and informed the respondents politely in order to overcome all mentioned disadvantages. The questionnaire for teachers is found in Appendix 1.

3.7.1.2. Interview

This involves presentation of oral and verbal stimuli and reply in terms of oral and verbal responses. In this study personal interview and telephone interview were used. It involved face to face interaction between individuals leading to self report. The information were recorded and then analyzed. Structured way of interview is the use of a set of predetermined questions and they are standardized, it follows a rigid procedure laid down, asking questions in a prescribed formal order (Kothari, 2004). According to Enon (1998), the interviews can be used to collect data from the people who are too busy to fill in questionnaires by using mobile phones. This helped the

researcher to collect data from the head of Kilwa secondary school by using mobile phones who was not available at the school. The advantages of interview method were that quite, flexible and adopted and disadvantage was language barrier. The researcher used simple language and understandable to overcome the mentioned disadvantage. The interviews guides for heads of schools and academic teachers are found in Appendix (II) and (III) respectively.

3.7.1.3. Observation

Observation is a data collection method through which the investigator observes the behavior of respondents or sampling units (Sapford, 1999). The researcher visited respective secondary schools and this helped to observe the condition of teamwork establishment and practice, facilities that were used for team teaching such as laboratories, books, classrooms, subjects departments, tables and chairs, staff houses which were used to live and sports and games facilities. The observation checklist is found in Appendix (IV).

3.7.2. Secondary Data Collection Instruments

According to Patton (1990), secondary data are data which have already been collected. They can be published or unpublished. In this study, these were collected from the school teacher's registration book, teacher's attendance and reporting book, registration books, academic performance registration file, staff meetings file and attendance register. Such required data were number of teachers, available facilities

and academic performance and were used to observe respondents answers on different aspects. The documentary checklist is found in Appendix (V).

3.8. Validity and Reliability

Validity of instrument is the extent, to which they measure what they are supposed to measure (Kombo and Tromp, 2006). Therefore the instrument used is accurate, true and meaningfully. According to Kothari (2004) reliability refers to ability of an instrument to produce consistent results. The researcher pre tested the instruments before using them and validated them order to evaluate and check the effectiveness and efficiency of interviews and questionnaires; this was done at Matanda secondary school.

3.9. Data Analysis Plan

According to Enon (1998), data analysis is the process of bringing order to the data, manipulating and organizing what is in the data into patterns, categories and basic descriptive units. Data can be summarized by using tables, frequencies, graphs and quotations (Kombo and Tromp, 2006). Qualitative data from interviews were analyzed by quick impressionist summary in which the key findings were summarized. These were coded, interpreted and concluded. After the collection of data from the schools, quantitative data which were primary data were classified, analyzed and interpreted to provide meaningful final results. By using thematic analysis technique, major concepts or themes were indentified with reference to the research questions and objectives which had been formulated. Data in this study were

summarized by the use of frequency, percentage and direct quotations to interpret the results.

10. Research Ethical Considerations

According to Johnson (2010) and Kothari (2004), ethical issues in research constitute a set of initial consideration that the researcher should address in planning research. It includes the informed consent, gaining access to and acceptance in the research settings, source of tension in the ethical debate including beneficence and human dignity, problems and dilemmas confronting matters of privacy, confidentiality, betrayal and deceptions in addition personal codes of practice. It includes right and wrong, good and bad, ones has to consider how the research purposes, contents, methods, reporting and outcomes abide to ethical principal and practices (Cohen et al. 2007). Ethical decisions are properly made by individuals but should be informed by the value and experiences of others which include; to avoid intrusion, obtaining informed consent which is huge and highly technical that a person invited to contribute to research is legally capable of giving consent where can be able to exercise the free power of choice and has sufficient comprehension of subject matter (Johnson, 2010).

In this study the process of collecting data observed all issues pertained to research ethics and was of high confidentiality to avoid any sort of risk and biasness to the respondents also the respondents were asked for their consent and they were also assured of confidentiality of their provided data. To legally collect data the researcher

obtained from the Open University clearance letter which is found in Appendix (VI). The permission letters from the Kilwa district Executive Director (DED) and District Secondary Education Officer (DSEO) which allowed me to carry out the research in schools are found in Appendix (VII) and (VIII).

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1. Introduction

In this chapter, the researcher presents the findings that were discovered during the study on the factors affecting the establishment and practice of teamwork of secondary schools teachers: A case study of Kilwa district secondary schools which were collected from the field through questionnaires and interviews with the heads of schools, academic teachers and ordinary teachers. The findings are based on research objectives and research questions that guided the study. This chapter also discusses the findings by relating with literature review presented in chapter two. Basically this study was guided by the following three objectives:

- (i) To identify factors that influence the establishment and practice of teamwork of teachers in secondary schools
- (ii) To determine challenges faced by the teachers on the establishment and practice of teamwork of teachers in secondary schools
- (iii) To suggest appropriate strategies on how to establish and practice teamwork of teachers in secondary schools

4.2. Factors for Establishment and Practice of Teamwork of Teachers in Secondary Schools

This was the first research objective which focused on the identification of the factors that influence the establishment and practice of teamwork of teachers. Under this part the researcher posed the questions to identify the factors that influence establishment and practice of teamwork of teachers. The responses were grouped by the researcher into different groups or themes.

Responses of the five heads of schools through interview when asked to provide data on the leadership style factor for establishment and practice of teamwork of teachers are summarized in table (4.1).

Table 4.1: Views of Heads of School on Leadership Factors for Establishment and Practice of Teamwork.

Factors	Frequency	Percentage
Democratic leadership	4	80
Dictatorship leadership	1	20
Laissez faire	0	0
Total	5	100

Source: Research Data (2015)

The data collected and summarized in Table 4.1 indicate that 4 heads of schools (80 percent) of the respondents said that democratic leadership contributed a lot to the establishment and practice of teamwork in secondary schools. Only one head of

school (20 percent) talked about dictatorship leadership and no one was talking about laissez faire leadership on the establishment and practice of teamwork of teachers.

The heads of schools from Mpunyule secondary school and Kinjumbi secondary school during interview gave the same statement by saying that “democratic style contributes a lot since staff members are free to express their suggestions, opinions and this makes the teachers to be together and forming mutual cooperation” The head of school from Mtanga secondary supported the above statement by saying that “democracy makes the teachers to participate fully in school programmes and in this case teachers are working together as a team and participating in every programme effectively” The interview with the head of Miteja secondary school revealed that democratic leadership style is a necessary factor for establishment and practice of teamwork of teachers. The headmaster provided the following words “democratic style is a part and parcel of my leadership in this school and this ensures cooperation and union”

The findings revealed that 4 heads of schools argued that democratic leadership helped them to establish and practice teamwork of teachers in their schools but it has been observed that even dictatorship style is useful in the establishment and practice of teamwork of teachers one head of school responded by saying that.

I am using dictatorship style because there are some situations where by teachers delay and do not implement laws and regulations of the school, therefore by using dictatorship style the teachers are forced to run the school programmes effectively and by working together.

The finding on dictatorship style used in some situations is similar to the findings by Babyegeya (2002) on the theories of leadership which indicate that the leadership style can be changed according to the people, area, situations and function. Therefore instead of using democratic leadership to influence the establishment and practice of teamwork of teachers' dictatorship can be used also because the schools differ in terms of the type of teachers, working environment, and surrounding society.

Academic teachers from five sampled secondary schools were also asked to provide information on the leadership style used by the heads of their schools if it encouraged teamwork; the responses are indicated in Table 4.2.

Table: 4.2. Views of Academic Teachers on leadership Factors for Establishment and Practice of Teamwork.

Leadership style used	Frequency	Percentage
Democratic style	5	100
Dictatorship style	0	0
Laissez faire style	0	0
Total	5	100

Source: Research Data (2015)

The responses in Table 4.2 indicate that 5 (100 percent) of the academic teachers responded that their heads of schools used democratic leadership style in establishment and practice of teamwork of teachers which encourages their cooperation and collaboration on contrary to the dictatorship and laissez faire leadership whereby no academic teacher talked about during interview. The findings

revealed that democratic leadership was better in the establishment and practice of teamwork of secondary schools teachers in Kilwa district compared to dictatorship and laissez faire styles of leadership.

This study is similar to the research conducted by Nafukho et al., (2011) which gave the result on the leaders and managers influence teamwork by exercising democracy through delegating duties, free flow of information and maintaining good working environment. Working environment is the only different factor where in this study became negative toward the establishment and practice of teamwork of teachers. Also the study finding is similar to the research conducted by Rajapakshe (2002) and Russel (1996) on leadership and teamwork, whereby democratic leadership style was seen to be very important in collaboration and involvement of teachers. At the same time the study done by Babirye (2005) in Dar es Salaam and Llah (2000) in Iringa came out with the same result that show the factors such as, involvement in democratic system becomes necessary for cooperation and collaboration of teachers since it increases freedom of views, interaction and communication and teachers have a wide chance to the establishment and practice of teamwork.

However academic teachers provided more information on the factors that influence the establishment and practice of teamwork of teachers which indicate that the number of teachers became negative factor by 4 (80 percent) of academic teachers compared to 1 (20 percent) academic teacher who responded positively in case of adequate number of teachers to establish and practice teamwork in their schools. For

the case of teaching and learning materials all academic teachers from sampled schools said that there were inadequate teaching and learning materials for them to establish and practice collaborative teaching and learning. This is equal to 5 (100 percent) from the responses of academic teachers. Teaching and learning materials are very important because teachers in the establishment and practice of teamwork should be enriched with the books, laboratory equipment and chemicals, syllabuses and stationeries which can support departmental cooperative and collaborative learning and teaching process.

These findings are different from the study conducted by Lin and Xie (2009) in Taiwan on collaborative learning and teaching which revealed that teachers were using teaching and learning materials which were available to practice collaborative teaching and learning this is because Taiwan is highly developed compared to Tanzania where research has been done. The two negative factors provided by the academic teachers are summarized in Table 4.3.

Table: 4.3. Negative Factors on Teamwork Suggested by Academic Teachers

Factors for teamwork	Enough		not enough		Total	
	Frequency	Percentage	Frequency	Percentage	frequency	Percentage
Number of teachers	1	20	4	80	5	100
Teaching and learning materials	0	0	5	100	5	100

Source: Research Data (2015)

In addition to the findings in Table 4.3, the researcher provided questionnaires to the 40 ordinary teachers in order to identify factors that influence the establishment and practice of teamwork of teachers. The returned questionnaires indicated that some of the positive factors that affect teamwork and other negative factors in their schools. 28 (70 percent) out of 40 (30 percent) ordinary teachers indicated that democratic leadership increased their cooperation. 33 ordinary teachers (82.5 percent) out of 40 (17.5 percent) said that working environments in their school were not good for them to work in cooperative way and collaborative way. 35 (87.5percent) out of 40 (12.5 percent) ordinary teachers recommended that their cooperation and collaboration was not good due to the low emphasis on rewards and recognition of teachers in their schools. One of the teachers has written that “No any rewards are provided for motivation and this discourages our cooperation” Also ordinary teachers agreed that the number of teachers was not adequate for them to practice collaboration and cooperation. This was 31 (77.5 percent) out of 40 (22.5 percent) of the ordinary teachers responses. The responses from ordinary teachers also indicated that their cooperation is high due to the good interaction and clear communication they have among themselves and this was 23 (57.5 percent) out of 40 (42.5 percent) respondents.

The findings indicated that there were different factors that affect establishment of teamwork of teachers in Kilwa district secondary schools. These factors were positive and others were negative and this study is similar with the findings by

Aguttu (2013) whereby the researcher found out that the negative factors of teamwork of teachers included poor working conditions and inadequate number of teachers and this became the same because the research was done in rural schools of Mbita district in Kenya and this study has been done in rural schools in Kilwa district in Tanzania. The study findings of this study have revealed that the establishment and practice of teamwork of teachers is highly influenced by working environment and inadequate number of teachers especially in rural schools.

Another finding was the positive factors that contributed to the establishment and practice of teamwork. The ordinary teachers provided information on democratic leadership as a positive factor in their schools which made them to work as a team. This was directly related with the exercise of democracy by conducting meetings, teachers being free to air out their opinions and views. Also there was delegation of duties as a part of democratic leadership style whereby teachers could have a wide opportunity to collaborate and cooperate.

Ordinary teachers also provided information on interaction and communication factors as positive in their schools. The teachers and students had good interaction and clear communication through having good relations among teachers, discussing matters together, helping each other in social matters such as ceremonies, deaths and sickness. These were very important factors for strong and effective teamwork in any organization as the members get opportunity to share ideas, skills and knowledge at

the same time resolve different conflicts that face the members and the whole organization and such factors finally leading to achieve education goals.

The findings by Kumar (2006) have indicated that teamwork is influenced by leadership, resource allocation such as teachers, teaching and learning materials and communication and this is therefore it is similar to the findings of this study. However Petty (2008) in his study found that interactions, teaching and learning materials influence teamwork of teachers since they are sources of new skills, knowledge and plans when the teachers are in a teamwork. The findings of this study deviated partially in terms of teachers and teaching and learning materials which were seen to be inadequate because of poor economic country which fails to employ adequate number of teachers and provision of adequate teaching and learning materials in schools.

On negative factors that hinder the establishment and practice of teamwork; the collected data indicate that rewards and recognition was a major negative factor for establishment and practice of teamwork of teachers. This is directly associated with low motivations of the teachers which make them to be discouraged in carrying out day to day teaching activities and thus affects their collaboration and cooperation. When teachers are rewarded they increase their morale and this was proved by one teacher from Mtanga secondary school who said that “In our community there is a tendency of rewarding those teachers who have performed well in various field which increase the morale of working hard and being together” The statement was supported by another teacher from Kinjumbi secondary school by adding this

statement that “The school provides tea to the teachers during break time for increasing cooperation of teachers and cash to the teachers for good examination results as a reward to the teachers, this gives more collaboration between teachers” This implies that rewards is a very important factor for strong and effective teamwork as it helps to encourage teachers to work hard. Teachers can be rewarded through a word of appreciation, money, food and promotions.

The findings by Chissick (2005) indicated that rewards and recognition of teachers strengthen individual commitment and self esteem which influence teamwork positively. Kilewo (2014) also found that when teachers are rewarded they improve the establishment and practice of teamwork. The situation in Kilwa secondary schools is not good in terms of rewarding teachers. Teachers are not rewarded as seen from the summary by 87.5 percent of the responses from ordinary teachers. From the responses of teachers cooperation and collaboration is therefore negatively perceived due to lack of rewards and recognition factors.

Working environment was another negative factor, the working environment does not support collaboration and cooperation of teachers, Ordinary teachers complained on poor working environment by mentioning different aspects such as lack of appropriate accommodation and social services. Teachers were leaving far from their schools because no staff houses were available near the schools and this made them to be isolated from each other. When the teachers are leaving in the school compounds in the staff houses and provided with social services such as water, medical care such as dispensaries, they are likely going to be together interacting and

discussing matters together hence increase cooperation and collaboration. The findings indicated that teachers failed to have effective teamwork because they had poor working environment by lacking staff houses to leave, a factor that does not facilitate the establishment and practice of teamwork. This finding is in line with the findings by Primrose and Chrispen (2013) on the personal accounts of teachers on factors affecting quality in Zimbabwean schools who indicated that poor working environment of teachers affects quality of schools.

However ordinary teachers highlighted other negative factors such as number of teachers, teaching and learning materials. Ordinary teachers were talking about inadequate numbers of teachers, teaching and learning materials were not enough and this made difficult to collaborate and cooperate in their subjects.

4.3. Challenges Facing Teachers in Establishing and Practicing Teamwork

This was the second objective which intended to find out the challenges facing teachers when practicing teamwork. The teachers, heads of schools and the academic teachers were given questions through questionnaire and interviews which aimed to extracting what made them not to practice collaboration and cooperation in the carrying day to day activities at their schools. Table 4.4 indicates responses given by the heads of schools on challenges faced during the establishment and practice of teamwork of teachers.

Table 4.4: Views of Head of Schools on Challenges of Establishment and Practice of Teamwork of Teachers

Challenges	Heads of schools (N = 5)	
	Frequency	Percentage
Funds	4	80
Teaching and learning materials	3	60
Religious matters	1	20

Source: Research Data (2015)

Findings in Table 4.4 indicate that 4 heads of schools (80 percent) argued that funding was a challenge for them to the establishment and practice of teamwork of teachers. The head of school from Kilwa secondary school through mobile phone was heard saying that

You can't fulfill teachers needs if the funds are not available, sometimes it needs to use extra time for the teachers to work in a collaborative way and cooperative way and they must be paid as over time, therefore cooperation and collaboration fails because of the lack of funds

Funds are a very important resource in any organization for the running of the daily activities and programmes. In schools funds are used to buy teaching and learning materials, paying teacher's overtime, rewarding and motivating teachers therefore heads of schools are facing this challenge as they are the managers who control and budget the funds. When the schools lack funds the heads of schools lose stability in planning and supervising school programmes such as establishment and practice of teamwork of teachers. Funds had direct relationship with the available teaching and learning materials and overtime. Lack of funds made the schools to have inadequate

teaching and learning materials and teachers were not paid overtime which made them not practice teamwork. The findings of the study are similar to the findings by the study by Mtawa (2013) on the challenges facing the development and operation of community secondary schools in Tanzania: A case of Makete district. The findings revealed that funds and teaching and learning materials were the major challenges in carrying out schools activities.

The findings also indicated that religious matter belief was another challenge to the establishment and practice of teamwork of teachers as one of the heads of schools responded by saying that

The issue of religious beliefs is a challenge in this school. The teachers have formed groups based on their beliefs, which interfere with religious issues with the school programmes and this situation made them difficult to discuss matters if they do not match with their beliefs. Cooperation and collaboration is not so effective because of the religious groups.

Religious beliefs can influence the establishment and practice of teamwork of teachers but if only the teachers interfere with religious matters with the school programmes, especially the schools were surrounded by societies that have strongly religious beliefs. The teachers should be carefully when they are running school programmes in such areas where societies or fellow teachers have strongly religious beliefs as they can cause isolation of teachers and hindering working in a cooperative and collaborative ways as this study findings have revealed. When academic teachers were asked on the challenges faced in the establishment and practice of teamwork of teachers, their responses are summarized in Table 4.5.

Table 4.5: Views of Academic Teachers on Challenges of Establishment and Practice of Teamwork of Teachers.

Challenges	Academic teachers (N= 5)	
	Frequency	Percentage
Inadequate of time	5	100
Inadequate teaching and learning materials	4	80
Unfriendly working environment	4	80

Source: Research Data (2015)

The findings from Table 4.5 indicate that 5 academic teachers (100 percent) argued that time was a challenge to the establishment and practice of teamwork of teachers. The findings revealed that academic teachers lack time to discuss academic issues in the schools with the teachers and the students. This finding directly concurred with the findings analyzed by Lin and Xie (2009) who found that difficulties of the implementation of cooperative and collaborative learning included time pressure, where time was not enough to practice teamwork.

Others 4 academic teachers (80 percent) mentioned that inadequate teaching and learning materials made them not to practice teamwork. They argued that all their schools lacked laboratory chemicals and apparatus and books which were very important in subjects departments for collaborative and cooperative teaching and learning process. Four (80 percent) of the academic teachers indicated that the

working environment discouraged teachers to establish and practice collaboration. The environment was not conducive as there were no proper offices for subjects departments.

Ordinary teachers were also given questionnaire which needed them to provide information on the challenges they faced during the establishment and practice of teamwork. The returned questionnaire were summarized into the themes and indicated that 35 (87.5 percent) mentioned staff houses being one of the major challenges in practicing teamwork. Teachers were living far away from each other as they are not living together in staff houses as they lacked time to discuss school related matters which made which increase their knowledge and interactions. 30 ordinary teachers (75 percent) argued that religious beliefs were a challenge. This indicated that teachers are biased in terms of their religious beliefs therefore they fail to collaborate effectively. This finding proved the responses given by one of the head of school in Table 4.4.

Others argued that individualism in the school was another challenge to establish and practice of teamwork. Some teachers were individualistic and did not like to cooperate with others and had no interest of having company with other teachers. This was responded by 28 (70 percent) of ordinary teachers. 20 (50 percent) of the ordinary teachers indicated that academic qualifications of the teachers was another challenge whereby there were classes among teachers which was based on academic qualification of teachers. Teachers were separated and formed groups on the basis of

their teaching qualifications, the class of teachers with diploma and those with degree did not work together as a team. The study conducted by Fullan and Hargreaves (1991) revealed that Teamwork practice of teachers was faced with challenges which included physical separation of teachers and individualism, therefore in this study, the findings on the academic qualifications which created classes of teachers revealed that this was the physical separation whereby teachers with diploma and degree physically separated from each other. Besides that comparative individualism was another comparison of the findings because teachers were felt that other teachers were none of their business.

4.4. Teamwork Practice of Teachers in Secondary Schools

This was another task of the researcher in order to find out the state of teamwork practice in different aspects. The researcher intended to extract information from the respondents that showed whether there was active teamwork in secondary schools. The questions were posed to the five heads of schools, five academic teachers and 40 normal teachers through interviews and questionnaires.

Table 4.6 that four (80 percent) of the heads of schools said that in social matters such as deaths, ceremonies and sickness teachers are very active and work together. Others three (60 percent) of the heads of schools argued that during sports and games teachers were cooperating and collaborating together with their students. On the contrary to one (20 percent) head of school responded positively on the teaching and

learning process. These findings revealed that the teamwork practice is effective in social matters and sports and games but weak in teaching and learning process.

Table 4.6: Views of Heads of Schools on Areas of Teamwork Establishment and Practice.

Area of teamwork practice	Heads of Schools (N = 5)	
	Frequency	Percentage
Social matters	4	80
Sports and games	3	60
Teaching and learning process	1	20

Source: Research Data (2015)

When academic teachers were asked the questions through interviews which aimed at exploring information on team teaching and subject's departmental cooperation and collaboration, their responses are shown in Table 4.7.

Table 4.7: Views of Academic Teachers on Areas of Teamwork Establishment and Practice

Area of teamwork practice	Academic teachers (N= 5)	
	Frequency	Percentage
Subject department cooperation	1	20
Team teaching	0	100

Source: Research Data (2015)

The findings in Table 4.7 indicate that one academic teacher from Kilwa secondary school argued that teachers are working as a team in their subjects department, four (80 percent) of the academic teachers argued that the teachers were not working together in their departments. On the area of team teaching no any academic teacher responded that there was team teaching and one academic teacher from Kinjumbi secondary school said that "Team teaching in the class is seldom and there was no culture of inviting other teachers to observe the teaching process and sharing ideas on the teaching process" The academic teacher from Mpunyule secondary school supported the statement by saying that "There were no departmental meetings and team teaching in this school"

The findings of the study indicated that teaching and learning process was the area whereby teamwork was not practiced in Kilwa secondary schools. This study is not in line with the findings of research conducted by Little (1982) in Florida who indicated that in teamwork practice by teachers preparing materials, preparing lesson plans, discussing, sharing ideas, knowledge and techniques in classroom issues for the school development. The study done by Fullan and Hargreaves (1991), revealed that teachers interacted with students and other colleagues by sharing information, extensive sharing of knowledge through subject departments and team teaching which make the school to be a place with hard working people with strong and common commitment. This study has shown that teachers share information with their students and other members through social matters and sports periods, therefore

they were practicing teamwork but not in teaching and learning process where collaboration and cooperation was very low which led to have inactive teamwork.

4.5. Suggested Strategies to improve Practice of Teamwork of Teachers in Schools

This was the last objective of the study which aimed at suggesting appropriate strategies that would help the teachers to establish and practice of teamwork in their schools. The views from the respondents have been summarized by the researcher from the interviews and the returned filled in questionnaires.

The heads of schools provided their suggestions through the following statements. The head of school from Kilwa secondary school, suggested increase of funds and providing education to the teachers on the importance of teamwork. The head of Mtanga suggested that provision of funds and improving working environments. The head of school from Miteja suggested that improving working conditions by building staff houses and educating teachers on the importance of teamwork. The head of school from Kinjumbi suggested that the infrastructures should be improved by provision of funds and provide education to the teachers. The head of school from Mpunyule suggested the improvement of working conditions by building houses and provision of funds to the schools would be one of the solutions to the establishment and practice of teamwork of teachers.

The suggestions by the heads of schools are in line with those of Mtawa (2013) who recommended that funds should be increased in schools and improving working conditions of teachers so as to overcome the challenges facing development of community secondary schools. As it has noted this had been suggested again by the heads of schools because teamwork establishment and practice is difficult to implement if the funds are not available and the teachers are working in poor environment as the findings have revealed. Academic teachers also suggested the strategies on the improvement towards the establishment and practice of teamwork of teachers. Their suggestions have been summarized in Table 4.8.

Table 4.8: Views of Academic Teachers on Suggested Strategies for Teamwork

Establishment and Practice

Suggested strategies	Frequency	Percentage
Improving working condition	5	100
Providing rewards to the teachers	5	100
Providing education	3	60

Source: Research Data (2015)

Table 4.8 indicate that five (100 percent) academic teachers suggested that in order to establish and practice teamwork in schools the working environment for teachers should be improved by building staff houses, increasing teaching and learning materials and the teachers should be rewarded and fulfill their needs. Three academic teachers also suggested that teachers should be educated on the importance of teamwork so as to practice collaboration.

The findings from the questionnaires indicated that 38 (95 percent) of ordinary teachers suggested that teachers should be rewarded for good performance and for teaching extra periods in order to increase their participation in different school programmes. 30 (75 percent) said that the teachers should be educated on the importance of teamwork which will help them to be aware and practice it. Lin and Xie (2009) suggested that teachers and students must learn the importance of cooperation and improving relationship among teachers and students. Others 29 (72.5 percent) suggested that working environment should be improved by building houses where teachers can live in the schools.

4.6. Summary of the findings

The findings of the study were based on the research objectives of the study. The findings which were based on the first objectives of the study on the identification of the factors that influence the establishment and practice of teamwork of teachers have revealed that positive factors were, democratic leadership and good interaction and communication of the teachers and negative factors included inadequate number of teachers, inadequate teaching and learning materials, lack of rewards to the teachers and poor working environment which influenced the establishment and practice of teamwork of teachers.

From the second objective of the study, the challenges faced by the teachers during the establishment and practice of teamwork, the findings included lack of funds, inadequate teaching and learning materials, religious matters, inadequate time due to

overload of teaching subjects, unfriendly working environment, individualism and academic qualification of the teachers were the challenges faced by the teachers towards the establishment and practice of teamwork. The findings also revealed that in social matters and sports were the areas whereby teachers were practicing teamwork and in teaching and learning process were not practicing.

The findings of the last objective of the research on the suggestions of strategies to improve practice of teamwork of teachers have revealed that increase of funds, improving working conditions, provision of rewards to the teachers for work well done and educating teachers on the importance of teamwork were the suggested strategies towards the establishment and practice of teamwork of teachers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Introduction

This chapter provides a summary of the study, conclusion and recommendations on the basis of the findings of the study.

5.2. Summary of the Study

The purpose of the study was to investigate the factors affecting the establishment and practice of teamwork of secondary school teachers in Kilwa district. Specific objectives that guided the study included: Identify factors for establishment and practice of teamwork of teachers in secondary schools, determine a challenges faced

by the teachers on the practice of teamwork in secondary schools and suggests appropriate strategies on the establishment and practice of teamwork of teachers in secondary schools. A case study research design was used whereby qualitative and quantitative approaches were involved. The approach used was descriptive whereby questionnaires, interviews and observation instruments were used to collect data. The study involved five schools namely Kilwa, Mtanga, Miteja, Kinjumbi and Mpunyule secondary schools. The targeted population of the sample included 5 heads of schools, 5 academic teachers and 40 ordinary teachers comprising a total of 50 respondents of the study. Simple random selection technique was used to obtain the sample of schools and purposive sampling was used in the selection of heads of schools and academic teachers. Qualitative data were analyzed using descriptive analysis and quantitative approach using numerical approach to produce a report.

The findings of the study have shown that democratic style leadership, clear communication and good interaction were positive factors for establishment and practice of teamwork of teachers in secondary schools, while poor rewards, lack of recognition of teachers, poor working environment, inadequate number of teachers, lack of enough teaching and learning materials were factors that negatively affected the establishment and practice of teamwork of teachers.

Regarding the challenges of teamwork practice, the study revealed that staff houses, religious related matters of the teachers and funds were the challenges faced in the establishment and practice of teamwork. Other challenges which were mentioned included limited time, individualism and differences in academic qualifications of the

teachers. The researcher found that the teachers were cooperated and collaborated in social matters like deaths, ceremonies and sickness, followed by sports and games. In teaching and learning process such as team teaching and subjects department, there were no collaboration and cooperation in case of teamwork practice.

Based on findings which required the respondents to suggest appropriate strategies on practice of teamwork indicated that provision of rewards, educating teachers on the importance of teamwork, provision of funds and improving working conditions by building staff houses, increasing number of teachers and supply of enough teaching and learning materials are the best strategies.

5.3. Conclusion

The findings of this study on the factors affecting the establishment and practice of teamwork of teachers in secondary schools have revealed that there are several factors that can be positive or negative towards the establishment and practice of teamwork by secondary school teachers. In this study the findings have shown that democratic leadership, good interaction and clear communication affect positively in establishing and practice of teamwork. The findings also revealed that despite these positive factors there were various negative factors which caused weak and inactive teamwork of teachers. These included poor rewards and lack of recognition of teachers in performing their work, poor working conditions associated with lack of staff houses, inadequate number of teachers, and lack of teaching and learning materials. Challenges which faced teachers towards establishment and practice of

teamwork which were found included limited time, individualism, academic qualification of teachers, funds, working environment and religious matters. However, teamwork of teachers were strong and effective in social matters such as deaths, ceremonies, and sports and games but weak and ineffective in academic matters especially teaching and learning process.

Therefore the findings also concurred with the literature reviews centered on the conceptual framework that factors for strong and effective teamwork of teachers should be democratic leadership, good communication and interaction, rewards and recognition, motivation and good working environment which lead to good management system, improve performance and develop the schools.

5.4. Recommendations

Based on the findings of the study and conclusion, this part of the research report presents the proposed recommendations for actions and for further research.

5.4.1. Recommendations for practical action

- (i) Heads of schools should encourage teachers to establish and practice teamwork by providing rewards according to their environmental situation, the rewards can be in form of cash, letters of appreciation and available materials. This will make the teachers to be motivated and increase the spirit of cooperation.
- (ii) Teachers should be made aware of the importance of teamwork in the teaching and learning process. This can be done in every staff meeting

conducted in schools and the heads of schools should be responsible to remind the teachers on the usefulness of establishing and practicing teamwork.

- (iii) The government and non-government organizations should support the improvement of working environment by building teacher's houses, providing teaching and learning materials and increasing number of teachers which will make the teachers to have an opportunity of living together and increase their interaction and finally improve performance in education system.

5.4.2. Recommendations for Further Studies

This study was conducted in Kilwa district with the purpose of investigating factors for establishment and practice of teamwork of teachers in secondary schools. It is therefore recommended that further research on teamwork establishment and practice of teachers should be conducted in the following areas:

- Assessing teamwork of teachers in various subjects such as science and arts subjects
- Assessing the attitudes and impact of teamwork of teachers on new employed teachers
- Assessing teamwork of teachers from academic qualifications and religious beliefs perspectives.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR TEACHERS

Dear Respondents

I am a teacher from Matanda Secondary School; I am currently doing my Master degree on Education Administration Planning and Policy Studies (MED-APPs) at the Open University of Tanzania. I am doing a study on “factors affecting establishment and practice of teamwork of secondary school teachers: A case study of secondary schools in Kilwa district” You have been selected to participate in this study because; I do believe that you will provide me with the needed information. The provided information will be used for academic purposes and will be treated confidential.

Thank you for your cooperation in the study.

PART.1: DEMOGRAPHIC CHARACTERISTICS

SECTION A: Please tick the correct answer in the provided brackets.

1. Gender of respondent

(a) Male ()

(b) Female ()

2. Marital status

(a) Married ()

(b) Single ()

(c) Divorced ()

3. Respondents level of education

(a) Diploma ()

(b) Degree ()

(c) Masters ()

4. Administrative position

(a) Head of department ()

(b) Head of school ()

(c) Ordinary teacher ()

5. Work experience

(a) 0-5 years ()

(b) 6-10 years ()

(c) 11 years and above ()

PART. 2.

Instruction

Choose the appropriate answer in the following questions and write the letter besides.

1. Is there any teacher's collaboration in your school?

(a) Yes ()

(b) No ()

(c) I don't know ()

2. To what extent does collaboration of teachers contribute to the school development?

(a) In higher rate ()

(b) Average ()

(c) In lower rate ()

3. Are there any challenges in establishing teamwork of teachers?

(a) Yes ()

(b) No ()

(c) I don't know ()

4. If yes, what are these challenges?

.....

5. Does your school know the importance of collaborative teaching in providing quality education?

(a) Yes ()

(b) No ()

(c) I don't know ()

6. If yes, mention these importances.

.....

.....

7. (i) Do you have timetable for staff meetings?

a. Yes ()

b. No ()

(ii) If yes, how many times per week/ month and at what time?

.....

.....

(iii) Do you attend these staff meetings?

a. Yes ()

b. No ()

(iv) If no, what are the reasons for you not attending these meetings?

.....

8. Do you involve your fellow teachers to prepare and discuss the lesson plans?

.....

.....

9. (a) How does the number of teachers influence collaboration of teachers?

.....

.....

(b) How does school culture influence positive interaction and clear communication of teachers?

.....

(c) How does the working environment influence the establishment of teamwork of teachers?

.....

.....

(d) How does leadership style influence the establishment and practice of teamwork of teachers in your school?

.....

.....

10. Does your school create an environment of opportunity to learn for teachers and students?

.....

.....

11. How is good interaction and clear communication fostered among the members in the school community?

.....

.....

.....

12. How are teachers rewarded and recognized in your school to ensure collaboration and cooperation practice is strong?

.....

.....

.....

13. How do the teachers share ideas with their students?

.....

.....

14. Do the teachers use participatory approach in teaching students in the classroom?

.....

.....

15. What are the challenges faced on practice of cooperative and collaborative teaching in your school?

.....

.....

.....

16. What are the possible solutions do you think will solve the mentioned challenges?

.....

.....

.....

APPENDIX II: INTERVIEW GUIDE FOR HEADS OF THE SCHOOLS

This interview would like to seek information from the head of the school

1. How long have you been in this post?
2. What are your offices responsibilities to ensure that cooperation and collaboration is practiced by school members?
3. Do you think that collaboration and cooperation practice is helpful in your school?
4. When do you meet with your teachers to discuss different school matters?
5. In which situations lead to use a given type of leadership?
 - (a) Dictatorship
 - (b) Democratic
 - (c) Laissez faire
6. How does your style of leading the school contribute to the collaboration and cooperation of teachers?

7. Do your teachers communicating well among themselves?
8. Are your teachers working as a team since you have taken the over the leadership responsibilities of this schools?
9. In which aspects do they work as a team and in which aspects do they not work as a team in the day to day running of the school?
10. How do you create positive atmosphere for your school to have good interactions and cooperation?
11. What things hinder you to create positive atmosphere for collaborative culture in your school?
12. What are your suggestions for these challenges in creating positive atmosphere for collaborative culture in your school?

APPENDIX III: INTERVIEW GUIDE FOR ACADEMIC TEACHERS

This interview would like to seek information from the academic teachers

1. For how long have you been as an academic teacher in this school?
2. Do you have departmental meetings with the teachers?
3. Is there any cooperation and collaboration of teachers in the preparation of teaching and learning materials?
4. Do you have enough teachers in each subject to practice collaboration?
5. Are the teaching and learning materials enough for teachers and students to share?
6. Are the subject clubs present in this school?
7. How do these subject clubs contribute to collaborative learning?
8. What mechanisms do you use to ensure good interaction of students and teachers during learning environment?
9. Do you think that collaborative learning is important in this school?
10. What are the advantages of collaborative learning in this school?
11. Does the leadership style used by the head of school encourage the students and teachers to cooperate in learning situations?
12. If yes, how does it encourage such learning situations?
13. Do you have enough time to discuss academic matters with the teachers and students?
14. Have you ever been invited by your fellow teachers to observe teaching when it is in the progress in the class?

15. Do you get any assistance from your fellow teachers when you need help?

16. If yes, what type of assistance?

17. What do you think are the barriers for collaborative learning in this school?

18. How can these barriers be eliminated so as to practice collaborative learning
in your school?

APPENDIX IV: OBSERVATION CHECKLIST

1. Staff houses
2. Laboratories, chemicals and apparatuses
3. Books
4. Classrooms
5. Subjects Departments rooms and offices
6. Tables
7. Chairs
8. Sports and games gears
9. Play grounds

APPENDIX V: DOCUMENTARY REVIEW CHECKLIST

1. Teachers reporting book
2. Students attendance register
3. Academic performance registration file
4. Staff meetings file

APPENDIX VI

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759 Dar es
Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

02/07/2015

To whom it may concern

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you Mr. KILINDOJOHN EMMANUEL PG 201400859 who is a Master student at the Open University of Tanzania. By this letter, Mr. KILINDOJOHN EMMANUEL has been granted clearance to conduct research in the country. The title of his research is "Factors affecting the establishment and practice of teamwork of teachers: A case study of secondary school teachers in Kilwa district." The research will be conducted in Kilwa district.

The period which this permission has been granted is from 06/07/ 2015 to 06/09/2015.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,

Prof Hossea Rwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

APPENDIX VII

TEL: 0114-770655

(49)

50
12 JUL 2015
MATANDA SEC SCHOOL,
P.O BOX 75
KILWA - MASOKO.

13/07/2015

THE OFFICE OF DISTRICT EXECUTIVE DIRECTOR,
KILWA DISTRICT COUNCIL,
P.O BOX 160,
KILWA MASOKO.

U.F.S DISTRICT EDUCATION OFFICER,
SECONDARY SCHOOLS,
KILWA DISTRICT COUNCIL,
P.O BOX 04,
KILWA MASOKO.

- Seen
Balun
Ag DSLS
13/07/2015
KILWA
WU ATIBARI SEKUNJARI

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN KILWA DISTRICT
SECONDARY SCHOOLS (FROM 13/07/2015 TO 06/09/2015)

With reference to the above heading, I am Kilindo John Emanuel, PG 201400859 a master student at the Open University of Tanzania, I would like to ask permission for conducting research in secondary schools. The title of research is "Factors affecting the establishment and practice of teamwork of teachers. A case study of secondary school teachers in Kilwa district". The following are five secondary schools which will be involved.

1. Kilwa secondary school
2. Mpunyule secondary school.
3. Kinjumbi secondary school.
4. Mtanga secondary school.
5. Miteja secondary school.

The attachment is research clearance letter from the Open University of Tanzania.

Thanks in advance.

.....
KILINDO JOHN EMANUEL

APPENDIX VIII

HALMASHAURI YA WILAYA YA KILWA



Mkoa wa Lindi
Tel. No. 023-2013065/241
Fax No. 023-2013065

Ofisi ya Mkurugenzi Mtendaji (W)
S. L. P. 160,
Kilwa Masoko

Unapojibu tafadhali taja
Kumb.Na. KDC/E.10/207/VOL.IV/51

15/07/2015

Ndugu Kilindo John Emmanuel,
Shule ya Sekondari Matanda,
S. L. P. 75,
Kilwa Masoko

**YAH: KUKUBALIWA KUFANYA UTAFITI
KWA KIPINDI CHA JULAI HADI 06 SEPT. 2015**

Somo tajwa hapo juu lahusika.

Nakujulisha kuwa umeruhusiwa kufanya utafiti katika Shule za Sekondari kuhusu ushirikiano wa walimu katika ufanyaji wa kazi kwa shule za Kilwa Day, Mpunyule Sekondari, Kinjumbi Sekondari, Mtanga Sekondari na Miteja Sekondari.

Utafiti huu ni kuanzia tarehe 13 Julai hadi 06 Septemba, 2015.

G. Mboya

**KNY: MKURUGENZI MTENDAJI (W)
HALMASHAURI YA WILAYA
KILWA**

Nakala: Afisa Elimu Sekondari (W),
S. L. P. 4,
Kilwa Masoko

Wakuu wa Shule,
Shule za Sekondari
**Kilwa Day, Mpunyule, Kinjumbi, Mtanga na Miteja,
Wilaya ya Kilwa**