

**THE ROLE OF TEAM MANAGEMENT IN IMPROVING WORK
PERFORMANCE IN SECONDARY SCHOOLS IN KIRA
MUNICIPALITY**

BY

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**A RESEARCH REPORT SUBMITTED TO COLLEGE OF EDUCATION, OPEN,
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UNIVERSITY**

MAY, 2019

DECLARATION

DECLARATION BY THE STUDENT

I Kiyitawagulu Abdu do declare that, this research Report is my original work and has not been presented to any other examination body or University. No part of this research should be reproduced without my consent or that of Kampala International University.

Signature..........

Date22/3/2019.....

KIYITAWAGULU ABDU

APPROVAL

This dissertation has been submitted for the award of a Bachelor's of Arts with Education Degree with my approval as supervisor.

Laaki Samson

Signature: 

Date: 26th March, 2019

DEDICATION

First and foremost I would like to thank the almighty Allah who has given me life and energy to complete this course. I therefore dedicate this study to my family for their contribution to my education. Their tireless support was a key for my academic progress. Also special dedication goes to my father Mr. ZZiwa Ally Shaban and my Mother Mrs. Nabulime Masitula for their special support and courage together with the prayers they forwarded for my wellbeing.

Still more thanks goes to my lecturers mostly my supervisor Mr. Laaki Samson for the great work of teaching me and guiding me towards this study together with his colleagues in the College of education at Kampala international University

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ABSTRACT

The study was to explore the role of team management in improving work performance in secondary schools of Kira municipality Wakiso district.

The Specific objectives of the study included; establishing factors that contribute to team cohesiveness, to explain the role of team management in improving performance in secondary schools and to find out challenges facing secondary schools in team management and possible solutions. Schools depend on teams to implement its strategies and enables Schools to be flexible and responsive in the competitive global environment. Teams contribute to the schools while at the same time providing opportunities to team members to develop relationships within team.

The target population comprised of secondary schools' employees in various departments. Simple random sampling was used on the accessible population members from whom to obtain information. This was chosen on the basis of representation of employees due to the large population size.

Both primary and secondary data were utilized, with published media and internet sources being secondary data, while questionnaires were administered to obtain primary data and these will be pre-tested for validity and reliability. The study was descriptive in nature; therefore analysis was done through tabulations.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

In this chapter, the background of the study is given, a statement of the research problem is made, the objectives of the study are spelt out, research questions are posed; the significance of the study captured, followed by the scope and limitations of the study and the conceptual framework shown.

1.1.1 Historical Background of the Study

Managing the performance of employees, and eventually of organizations, is arguably one of the most critical issues within the management sciences (Griffin, Neal & Parker, 2007). Consequently, an enhanced understanding of why some employees and organizations outperform others is very valuable for both management researchers as well as practitioners.

Organizations depend on teams to implement its strategies and enables organizations to be flexible and responsive in the competitive global environment. Teams contribute to the organization while at the same time providing opportunities to team members to develop relationships within team. Teams are viewed as a major source of 'environmental forces' that help shape team members (McGrath and Kravitz, 1982)

Previous research by Taggard and Brown (2001) shows that there is a statistically significant relationship between team members' behavior and team performance (e.g., participation and involving others, goal setting, averting conflict and communication). There is noticeably a lack of research on team behaviors in Uganda.

Teams are seen as instruments for implementing strategies, influencing, shaping and changing team members' attitudes (McGrath, 1999) and communicating management values (Knights and McCabe, 2000). The challenges confronting modern organizations have become so complex that individuals need to work together to obtain the best possible solutions (Samson and Daft, 2003).

Teams are seen as an ideal organizational entity because knowledge can be shared which improves (or might improve) performance (Tannenbaum et al., 1996). Today, teams are an important cornerstone of organizations and most organizations rely on teams to fulfill their work and to obtain their goals (Tannenbaum et al., 1996). Thus, many of us already worked together for a longer period in a team and accomplished tasks in a work group. From our own experience we all know that teamwork can be joyful and productive.

Team building refers to a wide range of activities, usually in schools context, for improving team performance. Team building is pursued via a variety of practices, and can range from

simple bonding exercises to complex simulations and multi-day team building retreats designed to develop a team (including group assessment), usually falling somewhere in between. It generally sits within the theory and practice of organizational development, but can also be applied to sports teams, school groups, and other contexts. Team building is not to be confused with "team recreation" that consists of activities for teams that are strictly recreational.

Teambuilding is an important factor in any environment; its focus is to specialize in bringing out the best in a team to ensure self-development and positive communication (Brown 2001).

Working environments tend to focus on individuals and personal goals, with reward and recognition singling out the achievements of individual employees. How to create effective teams is a challenge in every organization. Team building can also refer to the process of selecting or creating a team from scratch.

However, it might also happen that collaboration among co-workers was rather unproductive and unpleasant leading us to the conclusion that we would have been more productive alone.

Despite such negative experiences, teams are considered a "mainstay of organizational life". But, not all teams are high performing teams and often the benefits of teamwork are attenuated by conflicts or problematic cooperation it is of interest for researchers and practitioners to know more about the mechanisms of team work.

1.1.2 Conceptual Background

The role of team management in improving work and organization performance. Team management has led to making work more enjoyable and improving communication in the organization. This has led to positive impact in the organization in that it has led to high production and improvement in team management. Team interaction involves "soft" interpersonal skills including communication, negotiation, leadership, and motivation - in contrast to technical skills directly involved with the job at hand. Depending on the type of team building, the novel tasks can encourage or specifically teach interpersonal team skills to increase team performance. Team building generally sits within the theory and practice of school development. Team management refers to techniques, processes and tools for organizing and coordinating a team towards a common goal - as well as the inhibitors to teamwork and ways to remove, mitigate or overcome them

1.1.3 Contextual back ground

Kira municipality is located in Wakiso district, in central part of Uganda. There are over 24 secondary schools in Kira municipality, According to Ream (2008) with the growing need to integrate the efforts of teams composed of members from different companies and geographies, schools are increasingly turning to a new class of Internet software for team

management. These tools combine planning and collaboration with features that provides a structure for team relationships and behaviors. In addition, there are tools that facilitate the forming of highly productive teams through analysis of personality and skills profiles. This greatly has improved work performance among the teams in different organizations.70% schools among the schools in Kira municipality are practicing team management in order to improve on work performance among employees.

1.1.4 Theoretical background

The major purpose of this study was to establish the effect team management on performance. The study was guided by team development theory forwarded by Bruce Tuckman in (1965).It suggests that the team develops maturity and ability, relationship established and the leader changes leadership style.

Tuckman in this way emphasized three essentials of forming, storming, Norming and performing if team goals are to be realized

By this theory, team management was used by considering these essentials .the researcher assumed that when the team is well managed as per the theory, Performance multiplies and the opposite is true, hence the relevance of this theory to the study.

1.2 Statement of the Problem

Teams are seen as an ideal organizational entity because knowledge can be shared which improves (or might improve) performance (Tannenbaum et al., 1996). Today, teams are an important cornerstone of organizations and most organizations rely on teams to fulfill their work and to obtain their goals (Tannenbaum et al., 1996). In many schools, there has been an attempt to develop and encourage team work and growth. This has for a long time not borne the desired results. The lack of training and development hinders the growth of schools, and therefore, work groups or teams are not able to be productive enough. Bruce Tuckman (1965) came up with essential of a team which includes forming, storming, Norming performing and adjournment. Most organizations including secondary schools have adopted these essentials of forming teams. With these team essentials, organizations still experience lack of cohesiveness among staff members, under performance of individual staff, lack of proper communication among staff. This hampers the overall performance of a school. Despite the management efforts of forming teams, schools still records poor performance.

On this premises, many schools continue to face challenges as they make efforts to improve performance of their students. It is on the above premises that I went out to investigate the role of team management in improving performance. This research was carried out to find out performance of secondary schools in relation to team management and help to answer the questions set out in the research.

1.3 Objectives of the Study

The study was to investigate how the role of team management has improved work performance in secondary schools in Kira municipality.

The specific objectives of the study include:-

To identify how team management improve work performance at secondary schools in Kira municipality.

To establish factors that contributes to team cohesiveness in secondary schools in Kira municipality.

To examine challenges facing secondary schools in team management and possible solutions.

1.4 Research Questions

The study was guided by the following research questions:

How does team management improve work performance in secondary schools in Kira municipality?

What are the factors that contribute to team cohesiveness in secondary schools in Kira municipality?

What are the challenges facing team in management of secondary schools in Kira municipality?

1.5 Significance of the Study

From the findings of the study, the managements of secondary schools and other organizations will get to know why it is important and urgent that they adopt team management in their workforce. This will be a stepping stone to foster a booster of performance in the schools. The study will also provide other schools with insights of what constitutes of effective teamwork and how teams need to be effectively managed to enhance improved performance.

The study findings may be beneficial to policy makers such as members of Parliament and district councilors as they will be made aware of how team management affect school performance ,and administrators such as education planners, National curriculum Development center, Inspector of schools, District Education Officers and head Teachers will ensure Team management and administration to yield high performance.

The study will be of great importance to other scholars as it will provide the basis for further research on teamwork in organizations. The study will also provide other researchers with information for literature review on issues of teamwork and employee performance in secondary schools and organizations.

1.6 Limitations

The respondent may treat the research questionnaires with prejudice and suspicion thinking that the study may be of staff appraisal or was to identify the non-performers in the schools. However the researcher must present a cover letter from the institute stating that the study is purely for academic and the researcher assuring the respondent that the information given will be purely for academic purpose, the respondents will get the confidence and provided the information.

1.7 Scope of the Study and Delimitation

The study was undertaken in Kira municipality secondary schools. The study targeted 100 employees in Kira municipality secondary schools. The sample sizes of 60% employees/teachers were employed. Questionnaires were the instrument of data collection.

1.8 Hypothesis

Team management does not improve work performance in secondary schools in Kira municipality?

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter gives the theoretical review, conceptual framework and literature related to the respective objectives, the study concentrated on literature related to team management and school performance ,Team building and School Performance.

2.1 Theoretical review

The study was guided by team development theory forwarded by Bruce Tuckman in (1965) theory provides theoretical frame for relating team management and performance .According to Tuckman the team develops maturity and ability ,relationship established and the leader changes leadership style. Bruce Tuckman published it as Forming Storming Norming Performing model and he added a fifth stage, adjourning stage in (1970s). Beginning with a directing style, moving through coaching, then participating, finishing delegating and almost detached. At this point the team may produce a successor and the previous leader can move on to develop a new team.

In this study it's theorized that performance to be achieved the team should be well managed basing on the Forming, storming, Norming and performing as given by Tuckman.

Tannenbaum and Schmidt Continuum (1965) stresses that team development theory forwarded by Bruce Tuckman also known as Forming Storming Norming Performing model. The authority and freedom extended by the Leader to the team increases while the control of the Leader reduces.

In this theory it implies that as freedom and authority are extended by the team manager to the team, while the control of the performance will be affected for example, Team manager may be a laissez faire this could affect performance because the team Leader doesn't care about performance of the team that he/she leads.

Bruce Tuckman believes that high dependence on the Team for guidance and direction little agreement on team aims such as performance other than received from the Leader since individual roles and responsibilities are unclear.

Decisions don't come easily within the group, team members struggle for position as they attempt to establish themselves in relation to other team members hence this will affect performance. This is because clarity of purpose increases but plenty of uncertainties persist due to cliques and factions that form which may lead to power struggles.

Big decisions are made by group agreement as smaller decisions may be delegated to individuals or small teams within the group for example performance of the teachers, students,

The team is more strategically aware why it's doing what it's doing, it has got a shared vision, and the team has a high degree of autonomy since there is a focus on over achieving goals.

2.1 Conceptual Framework

Figure 2.1 provides framework of how Variables were defined

INDEPENDENT VARIABLE

DEPENDENT VARIABLE

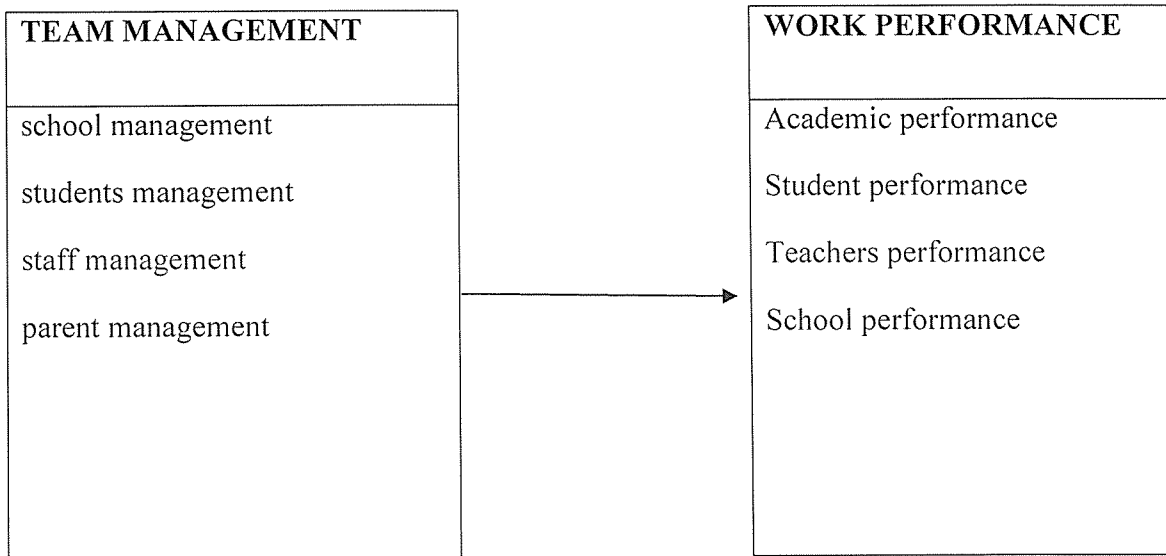


Figure 2.1: Conceptual framework of how team management affects performance.

Source: Cole (1997)

According to **Figure 2.1**, Team management was expected to have direct role on performance. The aspects of team management that were to be dealt with in this study included; School management, student management, staff management, Parent management. These correlated with Performance dealing with academic performance, student performance, teacher performance and School performance.

2.3 Related review

This section gives literature inline to the objective; that's to is to say the role of team management on performance

2.3. Team management and performance

According to Martin (2001), team management refers to techniques, processes and tools for organizing and coordinating a group of individuals working towards a common goal—i.e. a team. Several well-known approaches to team management have come out of academic work. Different scholars gave different views on how team management can improve work performance and their ideas are as below.

According to Ream (2008) with the growing need to integrate the efforts of teams composed of members from different companies and geographies, schools are increasingly turning to a new class of Internet software for team management. These tools combine planning and collaboration with features that provides a structure for team relationships and behaviors. In addition, there are tools that facilitate the forming of highly productive teams through analysis of personality and skills profiles. This greatly has improved work performance among the teams in different organizations.

Relating to McDougall (2004) Reasons for Team Building include improving communication, making the workplace more enjoyable, motivating a team, getting to know each other, getting everyone "onto the same page", including goal setting, teaching the team self-regulation strategies, helping participants to learn more about themselves (strengths and weaknesses), identifying and utilizing the strengths of team members, improving team productivity and practicing effective collaboration with team member.

According to Amason (1996) the factor in team effectiveness is the diversity of skills and personalities. When people use their strengths in full, but can compensate for each other's weaknesses. When different personality types balance and complement each other. The other critical element of team work success is that all the team efforts are directed towards the same clear goals, the team goals. This relies heavily on good communication in the team and the harmony in member relationships. Once all this is achieved, work performance among members can be improved because of the ability of other members to compensate for the weaker members in the team.

In a team-oriented environment, you contribute to the overall success of the organization. You work with fellow members of the organization to produce the results. Even though you have a specific job function and you belong to a specific department, you are unified with other organization members to accomplish the overall objectives. The bigger picture drives your actions; your function exists to serve the bigger picture. You need to differentiate this overall sense of teamwork from the task of developing an effective intact team that is formed to accomplish a specific goal. People confuse the two team building objectives. This

is why so many team building seminars, meetings, retreats and activities are deemed failures by their participants. Leaders failed to define the team they wanted to build. Developing an overall sense of team work is different from building an effective, focused work team when you consider team building approaches.

Relating to Lengel (1984) executives, managers and staff members universally explore ways to improve results. Many view team-based, horizontal, school structures as the best design for involving all employees in creating success.

No matter what you call your team-based improvement effort: continuous improvement, total quality, or self-directed work teams, you are striving to improve results for students.

School management team represents the school's management structure which is responsible for the day- to-day running of the school and for putting the school's policies in operation. The school responsible management team is also responsible for working out how the school can be categorized best to bring about the vision of the school community. It is composed of the principal and the senior teachers. The school management teams of the schools that formed the population and the senior teachers. The benefit of such management team is that it maximizes a leaders potential while minimizing his or her weaknesses. It also provides multiple perspectives on how to meet a need or reach a goal, thus devising several alternatives for each situation

According to oxford dictionary, a team is any group of people involved in the same activity where as management is the control of anything.

To my view team management is the control of togetherness, of one another to achieve the set objectives and solve problems as one. For example trade unions which can fight for workers conditions like payments and other benefits from the organizations.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter consists of the methodology and procedure that were used to acquire and analyze data. The key issues that entered into this chapter are the research design, target population, data collection instruments, data collection procedures, validity and reliability of the research instruments and data collection procedure and finally data Analysis.

3.1 Research Design

The study applied a case study research design. This is because the study involved study of a single entity in depth. The study is an intensive descriptive and holistic analysis of the secondary schools in Kira municipality. According to Oso (2005) in a case where the number of organizations that can be investigated are few, a small sample is available and an in-depth analysis is necessary, a case study is the most appropriate. The design enabled the researcher to be descriptive and explanatory on the roles of team management in improving work performance in secondary schools in Kira municipality.

A self-guided questionnaire titled Team management and secondary school performance in Kira municipality Questionnaire was used.

3.2 Target Population

The study was carried out among secondary teachers in secondary schools in Kira municipality

Teachers in secondary schools were selected for the study being one of the groups of civil servants where work performance has been in a sorrow state for a long time.

The researcher targeted a population of 100 teachers and 10 Head teachers in each of the 5 selected schools were approached either by using questionnaires or interview guide.

3.3 Sampling criteria

The stratified sampling design was employed on the teaching staff, finance department and examination department. These criteria categorize individual or groups with homogeneous characteristic in an organization. According to Oso and Onen (2005), stratified sampling technique is a technique that identifies subgroups in the population and their proportions and select from each subgroup to form a sample. It groups a population into separate homogenous subsets that share similar characteristics so as to ensure equitable representation of the population in the sample. A total of 150 teachers were given questionnaires

3.4 Sample Size and sample selection.

A sample size of 30% of the target population was selected. According to Oso (2005), a sample size of 1/3 should be used in case of a case study. To arrive at the exact sample size, I used simple random sampling design. A self-administered questionnaire was used for the targeted respondents since they comprehend English fluently. A simple interview guide was used to supplement on data from the questionnaires.

3.5 Data Collection Instruments

In pursuit of this study and in order to achieve its objectives, questionnaires and interview guide methods were used. The use of questionnaire is considered most appropriate so that consistency can be maintained in all the respondents. The research instrument was divided into sections.

3.6 Validity and Reliability of Research Instruments

Reliability

According to Mugenda and Mugenda (1999), reliability is the consistency with which research instrument measure what it purports to measure. The test –retest technique was used to test the reliability of the research instruments.

Validity

According to Mugenda and Mugenda (1999), validity is the accuracy and meaningfulness of inferences, which are based on research results. The study applied content validity as a measure of the degree to which data obtained from the research instruments meaningfully and accurately reflect or represent a theoretical concept. The researcher used the expert judgment method to determine content validity.

3.7 Data Collection Procedure.

I personally administered the research tools and make a prior visit that assisted in refining timings of distribution of questionnaires. I agreed with the respondents when the research instruments were administered and specific dates of collecting the questionnaires. Adequate time was given to the respondents to respond to the questionnaires.

3.8 Data Analysis.

The researcher applied descriptive statistics to analyze data. This was to ensure that the data can be analyzed in a systematic way in order to come up with useful conclusions and recommendations.

Data obtained from the questionnaires, was coded, organized, analyzed and presented using frequency tables, pie charts and percentages.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

The data was presented based on the research objectives that guided the study. This chapter covered the presentation, analysis and discussion of data obtained from questionnaires on the role of team management in improving work performance.

4.1 Presentation of Data on Background Information of the Respondent

This section gives the distribution of the respondents in the following arrangements; Gender, Age, Level of education, Working experience, Marital status.

Respondents by Gender

The study sought to find out the gender of the respondents. This was sought to determine whether the schools as observed equal employment opportunities for both men and women. There has been an intensive campaign for both public and private organizations to embrace gender equity in their employment. These factors motivated the researcher to seek this information. The study sought to establish how gender affects performance as shown in the table below:

Table 4.1: Respondents by Gender

Gender	Frequency	Percentage
Male	38	63
Female	22	37
Total	60	100

Table 4.1 above reveals that majority 63 % of the five secondary schools teachers are male respondents and the minority 37% are female respondents. This therefore implies that there is gender inequality in providing employment opportunities in these secondary schools since there are more male employees than female respondent.

Table 4.2: Respondents by Age

Age in years	Frequency	Percentage
20 -30	9	15
31 – 40	34	57
41 – 50	14	23
51 and above	3	5
Total	60	100

Tables 4.2 above revealed that majority of the employees in the 5 schools are aged 57% between 31 – 40 years. The minority of the respondents 23% are aged between 41- 50 years. This therefore shows that the employees are mature and are aware on the role played by team management in improving work performance in schools. The minority 15% of the respondents are aged between 20 – 30 years and 5% are aged between 51 and above years. This therefore implies that these employees are mature and are thus aware on the role of team management in improving work performance.

Educational level of Respondents

The researcher found it paramount to establish the educational level acquired by the employees in the 5 selected schools so as to know if they are aware on the role of team management in improving work performance as shown in table below;

Table 4.3: Respondents by grade

Grade	Frequency	Percentage
Certificate	10	16.6
Diploma holders	18	30
Degree holders	30	50
Masters' holders	2	3.4
Total	60	100.0

Table 3 above revealed that majority 50% of the 5 schools teachers are degree holders and thus they are aware on the role of team management in improving work performance. These were followed 30% of the teachers who are diploma holders. These teachers are thus aware on the role of the team management in improving work performance since they have acquired skills and knowledge in class .The minority 16.6% of the respondents have acquired at least certificates of education and 3.4% acquired masters' degree of education as their highest educational level. These therefore imply that these teachers have acquired adequate skills and knowledge regarding the role of team management in improving work performance and therefore they can perform effectively.

Working Experience of the Respondents

The researcher found it necessary to establish the highest level of education acquired by the 5 secondary schools employees as shown in table below:

Table 4.4: Working Experience of Respondents

Experience in years	Frequency	Percentage
0- 5	15	25
5- 10	38	63
10- 15	3	5
15 and Above	4	7
Total	60	100

Table 4.4 Indicates that respondents of teaching experience 10-5 years were the highest ,followed by respondents by age group 0-5 years implying that less experienced teachers have a greater work performance compared to those of teaching experience of 10 and above years. Cumulatively table 4.4 shows that there is a tendency of teachers with experience of 10 and above years to leave the teaching profession, as they stay longer they stand high chances of getting better jobs hence affecting work performance.

Table 4.5: Respondents by marital status

Marital status	Frequency	percent
Single	40	66.6
Married	15	25
Divorced	3	5
Widowed	2	3.4
Total	60	100.0

Table 4.5 shows that majority of respondents 40 (66.6%) were single followed by married (25%).Since most teachers are above 18 years there are more chances for them to get married hence accounting for the difference.

How Team Management Improves Work Performance in Secondary schools.

The researcher found it necessary to establish how team management improves work performance in the 5 selected secondary schools as shown in table 4.6

Table 4.6: How does Team Management Improve Work Performance in secondary schools.

Item/Questions	Category	Number (percent)
Improves communication	Strongly agree	7(11.7)
	Agree	40(66.7)
	Disagree	10(16.7)
	Strongly disagree	3(5)
Makes workplace more enjoyable	Strongly agree	15(25)
	Agree	25(41.7)
	Disagree	7(11.7)
	Strongly disagree	13(21.6)
Members get to know each other	Strongly agree	30(50)
	Agree	15(25)
	Disagree	10(16.7)
	Strongly disagree	5(8.3)
Motivates the teachers	Strongly agree	13(21.6)
	Agree	7(11.7)
	Disagree	30(50)
	Strongly disagree	10(16.7)
There is Diversity of skills and personalities	Strongly agree	11(18.4)
	Agree	19(31.6)
	Disagree	17(28.4)
	Strongly disagree	13(21.6)

From Table 4.6 above, it revealed that majority of the respondents 40(66.7%) Agreed, 10(16.7%) Strongly agreed and 7(11.7%) strongly agreed and 3(5%) strongly disagreed on item one that team management improves communication hence improves work performance in secondary schools.

In addition, the findings also revealed that 40(66.7%) of the respondents agreed on Item number two compared to 20(33.3%) who disagreed suggesting that team management makes work place more enjoyable.

Respondents also agreed that members get to know each other 45(75%) compared to 15(25%) who disagreed. Suggesting that members get to know each other as team management improves work performance in secondary schools.

Respondents further disagreed that team management motivates the teachers 40(66.7%) compared to 20(33.3%) who agreed, justifying that this might be one of the reasons why teachers work performance is ineffective.

Teachers were neutral on Item number five that is 30(50%) who agreed and 30(50%) who disagreed that there is diversity of skills and personalities hence team management improves work performance in secondary schools.

Team Members Qualities put in Place in secondary schools when Improving Work Performance.

The researcher found it paramount to establish the necessary Team members qualities put in place in secondary schools when improving work performance as shown in table 4.7

Table 4.7: The determinants of Work Performance in secondary schools

Items/determinants	Category	Percent
Emotional stability	Strongly agree	3(5)
	Agree	40(66.6)
	Disagree	10(16.7)
	Strongly disagree	7(11.7)
Cooperation	Strongly agree	6(10)
	Agree	32(53.3)
	Disagree	12(20)
	Strongly disagree	10(16.7)
Openness	Strongly agree	9(15)
	Agree	15(25)
	Disagree	25(41.6)
	Strongly disagree	11(18.4)

Table 4.7 above revealed that majority 43(71.6%) agreed on Item one compared to 17(28.4%) who disagreed suggesting that work performance is determined by emotional stability. Again respondents 38(63.3%) agreed on item 2 compared 22(36.7%) who disagreed. on item 3, respondents 36(60%) disagreed compared to 24(40%) who agreed implying that openness does not necessarily determine work performance in secondary school.

Challenges facing when implementing Team Management in improving Work Performance

The researcher sought it paramount to establish the challenges facing secondary schools when implementing team management in improving works performance as shown in table 4.8

Table 4.8: Challenges facing teams in management of schools.

Challenges	Frequency	Percentage
Lack of commitment	20	33.3
Lack of input in decision making	7	11.7
Rivalries	5	8.3
Absence of trust	13	21.7
Inattention to results	15	25
Total	60	100

Table 4.8 above revealed that majority 33.3% of the teachers acknowledge the fact that lack of commitment as the challenges facing secondary schools when implementing team management in improving work performance. The minority 25% of the respondents cited inattention results, 21.7% of the respondents said Absence of trust as the challenge facing secondary schools when implementing team management in improving work performance. The least 8.3% of the employee cited Rivalries as the challenge facing secondary schools when implementing team management in improving management in improving work performance.

Factors that Contributes to Team Cohesiveness.

The researcher found it necessary to find out the factors that contribute to team cohesiveness in the 5 selected secondary schools as shown in the table below.

Table 4.9: Factors determining Team Management Performance in secondary schools.

Factors	Frequency	Percentage
Time	25	41.7
Treat and competition	24	40
Group values & norms	11	18.3
Total	60	100

Table 4.9 above revealed that majority of the teachers (25(41.7%)) cited group, Time as the factor that contributes to team cohesiveness in secondary schools. The minority 40(24%) of the respondents cited Treat and competition as the factor that contributes to team cohesive in schools. The least 11(18.3%) cited the factor determining team management performance in schools as Group norms and values.

Rating the Application, of Team Management in Improving Work Performance in secondary schools;

The researcher found it necessary to establish the rating the Application of team management in improving work performance in schools as shown in Table 11,

Table 4.10: Rating the application of Team Management in improving Work performance in secondary schools.

Rating	Frequency	Percentage
Very effective	20	33.3
Effective	37	61.6
Very poor	1	1.7
Poor	1	1.7
Doesn't exist	1	1.7
Total	60	100

Table 4.10 above revealed that majority of the respondents 37(61.6%) acknowledged the fact that effective is their rating on the application of team management in improving work performance in secondary schools. This was followed by 20(33.3%) of the respondents who cited very effective as the rating on the application of team management in secondary schools to improve work performance. Then 2(3.4%) of the respondents authoritatively said poor and 1(1.7%) said it doesn't exist as the application of team management in secondary schools to improve work performance.

To find out whether there was normal distribution of respondents on work performance, a pie chart was generated in **figure 4.1**

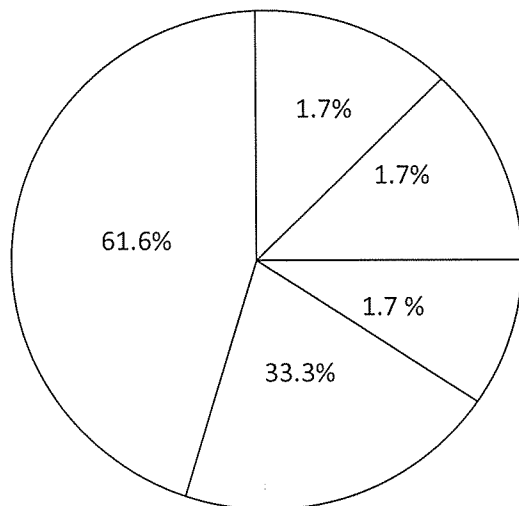


Figure 4.1 A pie chart showing the distribution of respondents on work performance.

According to figure 4.1 respondents on the left of side of the pie chart showing that respondents were effective on how team management improves work performance in secondary schools.

4.2 Description of the dependent variable: work performance

This section gives description of the dependent variable as per section C of the instrument

(Appendix: A) Work performance was conceptualized using three questions that required each respondent to do self-rating on work performance. Responses were based on Likert scales ranging from strongly agree to strongly disagree.

4.3 Verification of hypothesis

This section tests the study hypothesis whether team management positively improve work performance of teachers.

4.3.1 Hypothesis

The hypothesis stated that team management has got a positive relationship on work performance of secondary school teachers in Kira municipality.

Table 4.11 .Distribution of respondents on team management

Team management	Number of respondents	Percentage
School management	17	34
Students management	19	38
Staff management	5	10
Parent management	9	18
Total	50	100

From table 4.11 shows that out of the 50 respondents who answered the qualitative questions on team management 17(34%) shows that school there is proper management of the school, followed by 19(38%) who indicated that students are promptly managed. Then 5(10%) represented staff management followed by 9(18%) on parents management. The interpretation here is that Team management is fairly conducted to teachers in most secondary schools in Kira Municipality as administration which is a major component of Team management is fairly conducted to teachers.

To find out whether there was normal distribution of respondents on team management, a pie chart was generated and appeared as in figure 4.2 below

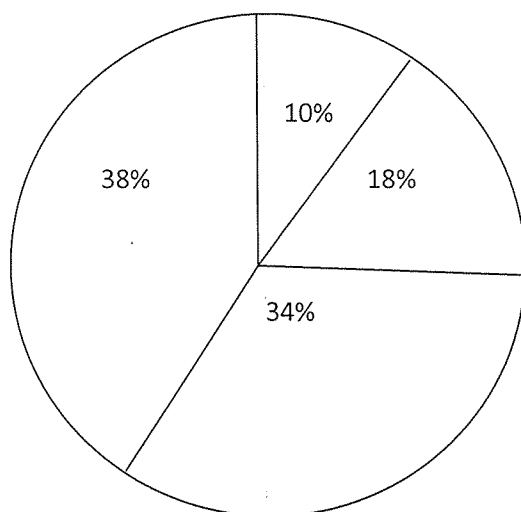


Figure 4.2 A pie chart showing the distribution of respondents on team management. The figures signifies that respondents were concentrated in the anti clockwise direction of the pie chart signifying that respondents are monitored satisfactorily as per team management

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the researcher presents discussion of the results of the study, the conclusions drawn from the results and recommendations based on the results. Again the researcher suggests possible areas for further research.

5.1 Discussion

This subsection looks at the discussion of result hypothesis

Hypothesis

The hypothesis stated that team management has got a positive relationship on work performance of secondary school teachers in Kira municipality.

Team management studied in this hypothesis included; school management, student management, staff management, and parent management.

The findings were supported by Amason (1996) who found that the factor in team effectiveness is the diversity of skills and personalities. When people use their strengths in full, they can compensate for each other's weaknesses.

The findings were also in agreement with McDougall (2004) Reasons for Team Building include improving communication, making the workplace more enjoyable, motivating a team, getting to know each other, getting everyone "onto the same page", including goal setting, teaching the team self-regulation strategies, helping participants to learn more about themselves (strengths and weaknesses), identifying and utilizing the strengths of team members, improving team productivity and practicing effective collaboration with team member.

The study revealed that majority 63 % of the five secondary schools teachers are male respondents and the minority 37% are female respondents. This therefore implies that there is gender inequality in providing employment opportunities in these secondary schools since there are more male employees than female respondent.

The study also revealed that majority of the employees/staff in the 5 schools is aged 57% between 31 – 40 years. The minority of the respondents 23% are aged between 41- 50 years. This therefore shows that the employees are mature and are aware on the role played by team management in improving work performance in schools. The minority 15% of the respondents are aged between 20 – 30 years and 5% are aged between 51 and above years. This therefore implies that these employees are mature and are thus aware on the role of team management in improving work performance.

Furthermore the findings also revealed that majority of the respondents 37(61.6%) acknowledged the fact that effectiveness is their rating on the application of team management in improving work performance in secondary schools. This was followed by 20(33.3%) of the respondents who cited very effective as the rating on the application of team management in secondary schools to improve work performance. Then 2(3.4%) of the respondents authoritatively said poor and 1(1.7%) said it doesn't exist as the application of team management in secondary schools to improve work performance.

5.2 Conclusion

From the findings of the study, shows that team management improves work performance by improving communication process, making work place more enjoyable, members getting to know each other well, teaching the team members self – regulation strategies and identifying & utilizing the strength of team members.

The study also concluded that lack of commitment support, inattention of results, Lack of trust among team members, Lack of input in decision making and Rivalries are the major challenges facing Secondary schools when implementing team management in improving work performance.

The study concluded that Time spent together, Treat and competition as some of the factors determining team management performance in secondary schools. The rating on the application of team management in improving work performance in Secondary schools in Kira municipality is effective.

5.3 Recommendations of the Study

The study leads to the following recommendations.

The Secondary schools in Kira municipality should provide training programmes to its staffs to enlighten them on the role of team management in improving work performance.

The Schools should embark on the management trends that would enable them deliver quality service and work performance.

The Schools should look for a way of curbing Lack of commitment which is a major challenge influencing the role of team management in improving work performance.

The Schools should benchmark its operations to that of their other counterparts so as to know their strengths & weaknesses in order to improve work performance and productivity.

5.4 Suggestions for Further Study

Basing on the limitations and the findings of the study stated in chapter one and four respectively it is suggested that:-

Although the study was based on team management, there are many other variables such as Leadership styles which affect work performance that need to be studied by future researchers

Role of communication versus work performance should also be researched on by other researchers

Managerial skills as another variable affecting commitment of secondary school teachers should also be studied

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APPENDICES

**APPENDIX A: SELF ADMINISTERED QUESTIONNAIRES FOR RESPONDENTS ON
TEAM MANAGEMENT ON IMPROVING WORK PERFORMANCE**

Dear respondents, am Kiyitawagulu Abdu pursuing bachelor's degree of Arts with education at Kampala International University. I am carrying out a research on **the role of team management in improving work performance in secondary schools in Kira municipality**. This questionnaire is designed to collect data for academic purposes only in research; it is an academic requirement in partial fulfillment of the requirements for the award of a degree of Arts with education at Kampala International University. Therefore Information given will be kept confidential. Kindly I request you to avail me with the information needed.

Thank you.

Yours Faithfully,

.....

Kiyitawagulu Abdu

The Researcher

SECTION A: DEMOGRAPHIC INFORMATION.

Instructions; please put a tick on the answer you feel is correct, For A2 to A6 tick the most appropriate option

A1.School

A2. Gender of the respondents [please tick]

Male

Female

A3.What is your marital status?

a) Single

b) Married

A4. Age brackets of the Respondents [please tick]

20-30

31-40

41-50

51 and above.

A5.Educational level of the respondents [please tick]

Certificate

Diploma

Degree

Master's Degree

A6. How long have you been in this school? (Please tick)

0 – 5 years.

5-10 years

10-15 years

15 above year

SECTION B: INDIPENDENT VARIABLE-TEAM MANAGEMENT.

Please rate the words in your school as they apply to you, by choosing from a scale ranging from strongly agree to strongly disagree.

No	Item/Questions	Category	Number (percent)
B1	Improves communication	Strongly agree Agree Disagree Strongly disagree	
B2	Makes workplace more enjoyable	Strongly agree Agree Disagree Strongly disagree	
B3	Members get to know each other	Strongly agree Agree Disagree Strongly disagree	
B4	Motivates the teachers	Strongly agree Agree Disagree Strongly disagree	
B5	There is Diversity of skills and personalities	Strongly agree Agree Disagree Strongly disagree	

SECTION C: DEPENDENT VARIABLE-WORK PERFORMANCE.

Table 4.7: Do the following determine Work Performance at this school?

No.	Items/determinants	Category	Percent
C1	Emotional stability	Strongly agree Agree Disagree Strongly disagree	
C2	Cooperation	Strongly agree Agree Disagree Strongly disagree	
C3	Openness	Strongly agree Agree Disagree Strongly disagree	

Others
specify.....

How do you rate the application of team management in improving work performance in secondary schools (Please Tick?)

- a) Very effective
- b) Effective
- c) Very Poor
- d) Poor
- e) Doesn't Exist

Thank you very much for your participation in my study.

May God bless you.

**APPENDIX B: AN INTERVIEW GUIDE FOR THE STUDENTS, TEACHERS & HEAD
TEACHERS**

What is your Education level?

How long have you been at this school?

Do you have teams at your work?

How does team Management Improve Work Performance in this school?

What are the determinants of Work Performance?

Comment on the role of team management in improving work performance.

Assess the factors that Contributes to Team Cohesiveness.

Justify the forms of management used to improve work performance

Thank you for your cooperation