
**FACTORS AFFECTING THE ESTABLISHMENT AND PRACTICE OF
TEAMWORK OF TEACHERS**



RAHUL KUMAR SINHA

M.Phil., Roll No.: 150187 Session-2015-16

Department of Education, B.R.A. Bihar University, Muzaffarpur, India

E-mail: rahulcsinha@gmail.com

ABSTRACT

The ineffective pursuit of corporate goals can be traced back to a lack of collaborative effort among employees. There is a potential for roadblocks to be placed in the way of efficient cooperation in the educational setting if administrators and instructors do not collaborate effectively with one another and if they have significant philosophical divergences regarding the issues confronting the institution. According to the argument presented by Arcaro in Coleman and Glover (2010:103), "... teams need to be aware of the limits impeding or promoting their success." The economic, cultural, political, personal, and institutional contexts within which the team is intended

to grow all serve as restrictions that make it difficult for teachers and school administrators to work together effectively as a team. "Communication, power, influence, authority, motivation, and manipulation are all key interactions inside an organisation, particularly between superiors and subordinates," argue Lunenburg and Ornstein (2012:8) in the human relations approach. It should not come as a surprise at all to find educators or administrators being so self-centered as to accomplish things on their own, thereby piling on an excessive amount of tasks, rendering themselves useless, and even finally falling ill as a result.

FACTORS AFFECTING THE ESTABLISHMENT AND PRACTICE OF TEAMWORK OF TEACHERS

Keyword: Educational Setting, Communication, Power, Influence, Authority, Motivation,

INTRODUCTION

It is quite normal for a group of individuals who have been brought together to create a team, such as instructors and the administrators of a school, to not actually get along with one another. The typical outcome of this is the inability to accomplish one's organization's aims.

The overall efficiency of an organisation takes a hit when key members of that organisation, such as teachers and administrators, are unable to collaborate effectively as part of a team. When teachers and school administrators work together as a team, they are able to pool their respective knowledge, experiences, and perspectives in order to accomplish a certain goal. Therefore, it is essential in a school organisation because Williams (2011) believes that the quality of products offered by an organisation improves when school administrators and teachers are given an incentive to work together and the authority to make improvements and solve problems. This is because Williams believes that the quality of products offered by an organisation improves when they are given an incentive to work together and the authority to make improvements and solve problems. Students achieve more success in their academic endeavours when they work together in groups., which is presented in Sinha (2008), managers hold the misconception that people need to be coerced into working. In spite of the fact that, cooperation "Engenders passion, excitement for the task and the future," this presumption made by school administrators about instructors hinders the teachers' ability to collaborate with one another. On the other hand, according to Sinha (2008:394), hypothesis Y "... is predicated on the supposition that human beings are endowed with an innate propensity to perform to the best of their abilities." Because of this, collaboration between teachers and school administrators may be highly advantageous because administrators cannot accomplish everything on their own and yet maintain a successful leadership position. When it comes to working together as a team, one of the primary responsibilities of the school administration is to convince each individual teacher that she or he contributes something valuable and is an essential member of the group.

FACTORS AFFECTING THE ESTABLISHMENT AND PRACTICE OF TEAMWORK OF TEACHERS

1.2 TEAMWORK IN HIGHER EDUCATION

Teamwork is when a group of students collaborate on a series of interdependent assignments while also sharing their duties and goals in order to complete a project or achieve a desired result within a certain amount of time (Chapman et al., 2010). Students' collaborative efforts become coordinated, synchronous, and goal oriented when viewed from the perspective of constructivist learning. Additionally, these efforts are characterised by agentic participation, the negotiation of meaning, the co-construction of deep understanding, and the resolution of social conflicts (Borrego et al., 2013). The sociocultural approach to learning views knowledge acquisition as more of a construction process than an acquisition one. Knowledge is produced rather than acquired. Therefore, students experience an interactive process of learning and reflection with their peers, while their instructors' role shifts from transmitting factual information to designing and facilitating learning (Etelapelto & Lahti, 2008; Zarraga-Rodriguez et al., 2015). (Etelapelto & Lahti, 2008; Zarraga-Rodriguez et al., 2015) Students experience an interactive process of learning and reflection with their peers because Borrego et al. (2013) present findings from recent studies that illustrate the benefits of cooperation in helping students' achievement of academic and professional goals. These benefits include increased levels of self-satisfaction, enjoyment, and motivation (Chad, 2012; Du et al., 2019). Students have the opportunity to learn a number of skills that are deemed necessary for them to be successful in their future professions when they participate in group projects. These skills include the ability to negotiate peer authority, manage conflicts, find solutions to ill-structured problems, and engage in productive dialogue (Chad, 2012; Chapman et al., 2010). As a consequence of this, several educational establishments at the higher education level have recognised the significance of establishing constructivist-based strategies for incorporating cooperation into their courses (Ruiz-Ulloa & Adams, 2004, p. 145). STEAM is a constructivist-based pedagogical approach that uses Science, Technology, Engineering, the Arts, and Mathematics as access points for guiding student inquiry, problem solving, and digital-based learning (Jho et al., 2016).

The goal of this approach is to improve student engagement, creativity, innovation, and other cognitive benefits. uses Science, Technology, Engineering, the Arts, and Mathematics as access points for guiding student inquiry, problem solving, and digital-based learning (Perignat & Katz-Buonincontro, 2019). Teachers in the setting of schools and classrooms

FACTORS AFFECTING THE ESTABLISHMENT AND PRACTICE OF TEAMWORK OF TEACHERS

have, for a very long time, been subjected to pressure to work together in order to more effectively carry out their tasks (Vangrieken et al., 2015). A number of studies highlight the importance of teacher cooperation and the benefits that arise for both instructors and the students in their classrooms (Jho et al., 2016). In particular, there has been shown to be a positive correlation between the existence of a collaborative work environment and levels of both job satisfaction and self-efficacy (Reeves et al., 2017). Additionally, the benefits of teachers working together to implement innovative, student-centered, and collaborative teaching methods (Meirink et al., 2010; Reeves et al., 2017) translate into higher academic achievement results for the students who are taught by those teachers (Meirink et al., 2010; Reeves et al., 2017). (Lomos et al., 2011). In spite of this, research has shown that teachers are not as collaborative as other professionals when the topic of discussion is teamwork (Reeves et al., 2017; Ruys et al., 2010). According to the findings of a number of research, classroom instructors exhibit reluctance when they are expected to work together (e.g., Meirink et al., 2010).

The structural working circumstances in schools, the presence of a culture of isolation, the underlying beliefs of teachers, and norms of professional autonomy are some of the obstacles that other research have identified as being in the way of effective teacher cooperation (Meirink et al., 2010; Reeves et al., 2017; Vangrieken et al., 2017). As a result, it is possible that it will be required to initiate the transition toward cooperation within the preliminary stages of the training of teachers (Ruys et al., 2010). According to Rigelman and Ruben (2012), teacher preparation programmes are frequently seen as a fundamental framework for student teachers to learn these collaborative abilities before they enter the field.

1.4 FACTORS INFLUENCING LEARNER AGENCY

In accordance with the socio-cultural subject-centered approach, a number of personal and social-cultural elements may impact the students' ability to practise agency, and as a result, these characteristics are categorised as either resources or limits to learner agency. At the individual level, one of the most important factors that might influence agency is an individual's self-efficacy beliefs (Bandura, 2006). These beliefs serve as sources of agency, empowering individuals to take ownership of their own education, improve their performance, and remain resilient in the face of adversity for longer (Zimmerman & Cleary,

FACTORS AFFECTING THE ESTABLISHMENT AND PRACTICE OF TEAMWORK OF TEACHERS

2006). Motivation was discovered to be another another component that drives and supports learner agency (Ryan & Deci, 2000). Learners who are motivated are classified as being driven by an inner impulse or desire that propels them towards the completion of learning tasks with a particular level of happiness and fulfilment (Pintrich et al., 1993). In particular, when students have the impression that these activities will benefit them and be attractive to them, they get actively involved in the learning process and channel their efforts toward successfully completing the assignment (Ryan & Deci, 2000). Other personal characteristics defined by Jaaskela et al. (2017) include students' competence beliefs. These beliefs consist of the students' opinions that they have adequate knowledge and abilities to reach desired goals, and so have a sense of understanding and achievement. In conclusion, one of the crucial factors of learner agency is believed to be involvement activity. According to Jaaskela et al. (2017), aspects of student participation that are compatible with constructivist learning theories include the following: participation in interactional learning situations; taking the initiative in discussions; and carrying responsibility for successfully completing tasks that have been assigned. When investigating learner agency, it is important to take into account a number of socio-cultural aspects. This is due to the fact that agency can only be realised via the interaction of the individual with the social environment. The extent to which students feel they have access to a variety of relational resources depends on the nature of the setting in which they are required to do group projects. According to Jaaskela et al. (2017), essential characteristics that influence learner agency include trust, support from peers, and an emotionally stable setting. Other relational resources include students' confidence in themselves and in the ability of others to engage in productive conflict resolution, students' ability to communicate maturely, clearly defined roles, accountable interdependence, clearly defined goals, a shared purpose, and psychological safety (Ruiz-Ulloa & Adams, 2004). Students' levels of agency may be further shaped by the sociocultural environment in which they are learning. For example, Zarraga-Rodriguez et al. (2015) found a variety of enabling contextual supports that play a role in determining how effective a team is. In particular, they emphasised how important it was to have a well-structured strategy as well as a clear vision for the provider.

FACTORS AFFECTING THE ESTABLISHMENT AND PRACTICE OF TEAMWORK OF TEACHERS

REVIEW OF LITERATURE

Baraka Manjale Ngussa (2019) The case study method was used in this investigation to evaluate correlational collaboration among secondary schools in the Musoma Municipality. A representative sample of ten secondary schools was chosen at random for this study, and 164 members of the teaching staff, non-teaching personnel, and school leadership filled out questionnaires as participants. Expert judgement was used to determine the scale's validity, and reliability testing produced Cronbach's alpha values of .863 for teamwork, .885 for worker morale, .866 for leadership, and .875 for communication. In order to analyse the study topics, descriptive statistics, analysis of variance, and the Pearson product moment correlational coefficient were utilised. In all elements of teamwork, the general mean score of school stakeholders was between 2.50 and 3.49, which indicates that they agreed that there is teamwork in their schools. According to the statistics, there is a discernible gap in the points of view of school leaders, teachers, and non-teaching employees on the importance of teamwork, with school leaders having much higher mean scores than teachers. The findings also indicated the existence of a favourable and robust connection between leadership, worker morale, and effective teamwork. It was also shown that there is a moderately beneficial association between collaboration and communication. In light of these findings, it has been suggested that the schools that were investigated should make efforts to improve the quality of their leadership and work toward boosting the morale of the school's many stakeholders in order to foster a greater sense of collaboration.

An employee team is a collection of employees who are interdependent in the duties and who share responsibility for the outcomes, as stated by Cohen and Bailey [2008]. People are able to cooperate, improve their own talents, and offer constructive criticism through the use of teams, which eliminates the need for individual confrontation. Collaboration is an essential component for the effective operation of an organisation as well as for the development of strong leaders. In addition, leadership of any kind, including that of a school, requires effective collaboration among its members. Working together in teams helps members improve their skills, as well as their knowledge and talents. This improvement helps bring about unity of purpose in the leadership of any organisation, including the leadership of schools.

FACTORS AFFECTING THE ESTABLISHMENT AND PRACTICE OF TEAMWORK OF TEACHERS

Several researchers, including Desforges (2003), Harris and Goodall (2008, 2009), and Lindsay (2008), have conducted research reviews on the topic of the effects of parental involvement on children's academic performance. These evaluations demonstrated that there is a substantial body of research suggesting that parental involvement has a positive influence on the educational results of children. The ensuing reviewing procedure concentrated solely on interventions because there is already a great deal of information available concerning this issue.

Therefore, the scope of this review is limited to studies of interventions that attempt to encourage and improve parental participation in the education of their children and which produce data on educational outcomes. There is a very limited amount of strong evidence that corresponds to this description. The term "robust" is used in a wide sense to refer to any approach that makes the relationship between a parental involvement strategy and an educational result plain and offers sufficient proof for the validity of this connection. This includes (but is not limited to) research that conforms to an experimental design and which produces trustworthy data on impact sizes in connection to the educational outcomes for children; other designs also fulfil the need for robustness. There is a significant body of literature on therapies that fit the parameters of this analysis, but which cannot be considered robust in the sense described above.

RESEARCH METHODOLOGY

According to Kothari (2004), research technique may be defined as a strategy for methodically addressing the research topic. It is the study of how research is conducted in a scientific manner, including the many stages that are typically taken by a researcher in the process of investigating the research topic, as well as the reasoning that lies behind those processes and the methodologies that are utilised. This chapter of research methodology discusses the location of the study, the research design, the research approach, the target population and sample size, sampling techniques, data collection instruments, data collection methods, the data analysis plan, the validity and reliability of the research, as well as ethical concerns regarding the research.

FACTORS AFFECTING THE ESTABLISHMENT AND PRACTICE OF TEAMWORK OF TEACHERS

DATA ANALYSIS

FACTORS FOR ESTABLISHMENT AND PRACTICE OF TEAMWORK OF TEACHERS IN SECONDARY SCHOOLS

This was the initial aim of the research, and its focus was on identifying the elements that impact the development and practise of cooperation among educators. Under this section, the researcher provided the questions in order to discover the elements that impact the development and practise of cooperation among educators. The researcher organised the replies into a variety of categories or topics based on their similarities and differences. When requested to provide data on the leadership style factor for the formation and practise of teamwork among teachers, the responses of the five heads of schools, which were obtained through interviews, are described in the following: 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)

According to the information gathered and shown in Table 4.1, four of the five heads of secondary schools (or eighty percent of the total respondents) believe that democratic leadership significantly helped to the development and implementation of collaboration in secondary schools. Just one person is charge of 20 percent of students at the school discussed the leadership style of a dictator, whereas no one brought up the laissez-faire leadership style in relation to the formation and practise of cooperation among instructors.

FACTORS AFFECTING THE ESTABLISHMENT AND PRACTICE OF TEAMWORK OF TEACHERS

During an interview, the heads of school at both Mpunyule secondary school and Kinjumbi secondary school made the same statement, which was 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 this makes the teachers to form mutual cooperation." This assertion was corroborated by the head of school at secondary, who stated that "democracy makes the teachers to engage completely in school programmes and in this situation teachers are working together as a team and participating in every programme efficiently." After conducting an interview with the head of the secondary school in Miteja, it was discovered that a democratic style of leadership is a vital aspect for the formation and practise of cooperation among the teaching staff. The words "democratic style is a part and parcel of my leadership in our school, and this fosters collaboration and togetherness," were offered by the headmaster.

The findings showed that four heads of schools argued that democratic leadership helped them to establish and practise teamwork of teachers in their schools. However, it has been observed that even a dictatorship style of leadership can be useful in the establishment and practise of teamwork of teachers. One head of school responded by saying that dictatorship style leadership is useful in the establishment and practise of teamwork of teachers. I am using a dictatorial style because there are some instances in which teachers stall and do not implement the laws and regulations of the school; consequently, by using a dictatorial style, the teachers are forced to run the school programmes efficiently and by working together. I am using a dictatorial style because there are some instances in which teachers do not implement the laws and regulations. The findings on dictatorship style used in some situations are comparable to the findings that Babyegeya (2002) made on the theories of leadership. These findings indicate that the leadership style can be changed according to the people, the area, the situations, and the function. The findings on dictatorship style used in some situations were found to be similar. As a result, rather of employing democratic leadership to influence the development and practise of cooperation, the teachers' dictatorship can be employed instead. This is possible due to the fact that schools vary in terms of the types of instructors, the working environment, and the surrounding society.

In addition, academic instructors from five different sampling secondary schools were asked to submit information on the leadership style utilised by the heads of their schools and

FACTORS AFFECTING THE ESTABLISHMENT AND PRACTICE OF TEAMWORK OF TEACHERS

whether or not it supported cooperation. The results are reflected in the table below. Table 4.2.

Table 4. 1 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)

According to the responses in Table 4.2, five of the academic teachers indicated that their heads of schools used democratic leadership style in the establishment and practise of teamwork of teachers. This style of leadership encourages teachers to cooperate and collaborate with one another, in contrast to dictatorship and laissez faire leadership, which no academic teacher discussed during the interview. The results obtained indicated that democratic leadership is superior to dictatorship and laissez faire forms of leadership when it comes to the formation and practise of cooperation among secondary school teachers in the area. This study is comparable to the research that was carried out by Nafukho et al., (2011), which offered the result on the leaders and managers impact collaboration through practising democracy through the delegation of responsibilities, open flow of information, and the maintenance of a decent working environment.

The only distinct component that was shown in this study to have a detrimental impact on the formation and practise of cooperation among instructors was the working environment. Also, the findings of this study are comparable to those found in research on leadership and teamwork that was carried out by Rajapakshe (2002) and Russel (1996). In both of those studies, a democratic leadership style was shown to be highly essential in the cooperation and engagement of instructors. The research that was conducted by Babirye (2005) in Dar es

FACTORS AFFECTING THE ESTABLISHMENT AND PRACTICE OF TEAMWORK OF TEACHERS

Salaam and Llah (2000) in Iringa came to the same conclusion at the same time. These studies found that participation in democratic systems is necessary for the cooperation and collaboration of teachers. This is due to the fact that participation in democratic systems increases teachers' freedom of views, interaction, and communication, and that it provides teachers with a greater opportunity to establish and practise teamwork.

However, academic teachers provided more information on the factors that influence the establishment and practise of teamwork of teachers, which indicates that the number of teachers became a negative factor for 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 practise teamwork in their schools. This indicates that the number of teachers is a factor that negatively influences the establishment and practise of teamwork of teachers. For the situation with respect to instructional and scholastic resources All of the academic instructors at the selected schools said that there were not enough teaching and learning resources available to them so that they could create and practise collaborative teaching and learning.

This amounts to five, which is the same as one hundred percent of the replies from academic professors. Teaching and learning materials are very important because teachers, in the establishment and practise of teamwork, should be enriched with the books, laboratory equipment and chemicals, syllabuses, and stationeries that can support departmental cooperative and collaborative learning and teaching process. This is because teaching and learning materials can support departmental cooperative and collaborative learning and teaching.

These findings contradict those of a study on collaborative learning and teaching that was carried out in Taiwan by Lin and Xie (2009). That study found that teachers were making use of teaching and learning materials that were already available in order to practise collaborative teaching and learning. The reason for this difference in findings is that Taiwan is significantly more developed than india , which is where research has been carried out. The academic teachers identified two variables that contributed to the unfavourable outcomes, which may be summed up as Table 4.3.

Table 4. 2 Negative Factors on Teamwork Suggested by Academic Teachers

11/19	Rahul Kumar sinsha* , <i>University Department of Education: B.R.A. Bihar University, Muzaffarpur, E-mail: rahulcsinha@gmail.com</i>
-------	---

**FACTORS AFFECTING THE ESTABLISHMENT AND PRACTICE OF
TEAMWORK OF 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 results that may be found in Table 4.3, the researcher sent questionnaires to a group of forty ordinary instructors in order to determine the elements that impact the formation and use of collaboration among educators.

According to the surveys that were sent back, some of the good aspects that affect collaboration and other factors that are detrimental to their schools were present. 28 regular teachers, or 70 percent, out of 40 total teachers, or 70 percent, reported an improvement in their level of collaboration as a result of democratic leadership. 33 ordinary teachers, or 82.5 percent, out of 40, or 82.5 percent, reported that the working settings at their school did not encourage them to work in a cooperative or collaborative manner. Because of the little focus placed on incentives and recognition of teachers in their schools, 35 regular teachers out of 40 (87.5 percent) said that their level of cooperation and teamwork was not very good. This is an 87.5 percent approval rating. According to a note that was handed in by one of the instructors, "No any awards are offered for encouragement, and this discourages our collaboration." Also, regular instructors came to the conclusion that the available number of colleagues was insufficient for them to effectively practise working together and cooperating. This accounted for 31 (77.5%) of the replies from the regular teachers, whereas just 9 (22.5%) of them did so. The replies from regular instructors showed that their collaboration is strong as a result of the positive relationship and clear communication that they have among

FACTORS AFFECTING THE ESTABLISHMENT AND PRACTICE OF TEAMWORK OF TEACHERS

themselves. This was noted by 23 (57.5%) out of 17 (42.5%) of the respondents.

According to the findings, there are a number of distinct elements that have an effect on the creation of collaboration among teachers in the secondary schools in the Kilwa area. Some of these criteria were favourable, while others were unfavourable; the findings of this study are comparable to those of another study. Aguttu (2013), in which the researcher discovered that the negative factors of teamwork of teachers included poor working conditions and an inadequate number of teachers. 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 of Patna district in India. Aguttu (2013) also found that the negative factors of teamwork of teachers included poor working conditions and an inadequate number of teachers. The results of this research project have shown that working conditions and a shortage of teachers, particularly in rural schools, are major factors that play a significant role in determining whether or not instructors collaborate effectively and whether or not they really do so.

An further discovery was the positive aspects that led to the formation and operation of teams and how they worked together. The common instructors encouraged democratic leadership in their classrooms as a constructive force, which resulted in the students' increased ability to collaborate effectively with one another. This was closely connected to the practise of democracy, which consisted of holding meetings at which instructors were allowed to speak their minds and express their perspectives. In addition, there was a system of delegating jobs as an integral component of the democratic style of leadership, which provided instructors with numerous opportunities to work together and cooperate. The information that ordinary teachers submitted also included information on the contact and communication components that were favourable in their schools. The teachers and students had positive interactions with one another and clear lines of communication. This was accomplished by the teachers maintaining positive relations with one another, discussing relevant topics together, and assisting one another with social matters such as ceremonies, deaths, and illnesses. These were highly crucial characteristics for any business to have in order to have strong and successful collaboration since they gave individuals the chance to contribute their ideas, talents, and information at the same time. find solutions to the many issues that the members and the organisation as a whole are facing, and such variables as ultimately leading to the accomplishment of educational objectives.

FACTORS AFFECTING THE ESTABLISHMENT AND PRACTICE OF TEAMWORK OF TEACHERS

The findings of Kumar (2006) have demonstrated that collaboration is impacted by leadership, resource allocation such as instructors, teaching and learning materials, and communication. As a result, the findings of this study are comparable to the findings of Kumar's study because of this similarity. Petty (2008) observed in his research that interactions, teaching materials, and learning materials all have an effect on the collaboration of teachers since they are sources of new skills, information, and plans when the instructors are working together.

The results of this study diverged in some respects, particularly with regard to the number of teachers and the teaching and learning materials that were considered to be inadequate. This was thought to be the case because the country in question has a weak economy and therefore is unable to hire an adequate number of teachers or provide adequate teaching and learning materials to its schools.

**Table 4. 3 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)

According to the findings shown in Table 4.4, four heads of schools, which represents eighty percent of the sample, indicated that a lack of finance was a barrier for them to the formation and practise of cooperation among teachers. Through a mobile phone, the head of school at secondary school was overheard saying that you can't fulfil teachers' needs if the funds aren't available, that sometimes it needs to use extra time for the teachers to work in a collaborative and cooperative way, and that they must be paid as over time, and that because of the lack of funds, cooperation and collaboration fail. For the smooth operation of an organization's day-

FACTORS AFFECTING THE ESTABLISHMENT AND PRACTICE OF TEAMWORK OF TEACHERS

to-day operations and programming, financial resources are an absolutely necessary component. Because the heads of schools are the managers who are responsible for controlling and budgeting the funds and because those funds are used in schools to buy teaching and learning materials, pay teachers' overtime, reward and motivate teachers, the heads of schools are currently facing this challenge. When schools don't have enough money, the administrators in charge of them are unable to maintain their stability in the process of developing and managing school programmes like the formation and practise of collaboration among instructors. The amount of accessible teaching and learning resources, as well as overtime, was directly proportional to the available funds. Because to a lack of money, the schools have substandard facilities. Because they were not compensated for working extra, both instructors and educational resources were lacking, which prevented them from working together effectively.

The findings of this study are comparable to the findings of a study that was conducted by Mtawa (2013) on the obstacles that must be overcome in order for community secondary schools to be established and maintained in India : A case study of the Makete district. According to the findings, the most significant obstacles faced by schools in carrying out their operations were a lack of funding and of teaching and learning resources.

The findings also indicated that religious matter belief was another challenge to the establishment and practise of teamwork among teachers. This was indicated by the fact that one of the heads of schools responded by saying that the issue of religious beliefs is a challenge in this school. The findings also indicated that religious matter belief was a challenge to the establishment and practise of teamwork among teachers. Since of this condition, it is difficult for the instructors to discuss subjects that do not align with their ideas because they have created groups based on their beliefs, which conflict with religious concerns that are addressed in the school programmes. Because of the many religious groupings, cooperation and collaboration are not nearly as productive as they may be. If just the instructors interfere with religious concerns with the school programmes, particularly if the schools were surrounded by cultures that had strong religious convictions, then the formation and practise of collaboration among teachers can be influenced by religious beliefs. According to the findings of this study, educators ought to exercise caution when administering educational programmes in communities or among colleagues who hold deeply

FACTORS AFFECTING THE ESTABLISHMENT AND PRACTICE OF TEAMWORK OF TEACHERS

held religious beliefs, as these factors can lead to the isolation of educators and make it more difficult to work in a manner that is cooperative and collaborative. The following is a summary of the replies given by academic instructors when they were questioned about the problems experienced in the formation and practise of cooperation among teachers: Table 4.5.

Table 4. 4 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)

According to the data that can be shown in Table 4.5, five academic instructors, or one hundred percent, contended that a lack of time was a barrier to the formation and implementation of collaboration among teachers. According to the findings, academic teachers do not have enough time to discuss academic challenges that are occurring in the schools with both the teachers and the pupils. This finding was in complete agreement with the findings that were analysed by Lin and Xie (2009).

They discovered that one of the challenges associated with the implementation of cooperative and collaborative learning was time pressure, which meant that there was insufficient time to practise working together as a team. Four academic instructors, or eighty percent, reported that a lack of sufficient teaching and learning resources prevented them from engaging in collaborative work. They said that none of their schools possessed the necessary laboratory chemicals, equipment, or publications, which were critically vital in the subject

FACTORS AFFECTING THE ESTABLISHMENT AND PRACTICE OF TEAMWORK OF TEACHERS

departments for the facilitation of collaborative and cooperative teaching and learning processes. Four of the academic professors, or eighty percent of the total, indicated that the Teachers were inhibited from establishing and practising teamwork due to the working environment. The atmosphere was not productive since there were no appropriate offices for the various departments' issues. The standard instructors were also given a questionnaire in which they were required to submit information on the difficulties they had encountered during the process of establishing and working in teams.

The responses to the questionnaire that were returned were analysed and summarised into themes, and those analyses revealed that 35 (or 87.5% of respondents) listed staff residences as being one of the primary obstacles in the way of practising collaboration. The teachers did not live in staff homes together because they did not have enough time to talk about issues that were relevant to the school, which resulted in a decrease in their ability to communicate with one other and in an increase in the distance between them. Thirty ordinary instructors represented seventy-five percent of the sample and argued that religious views posed a problem. This suggested that instructors are prejudiced in their religious ideas, and as a result, they are unable to properly interact with students. This conclusion provided evidence that the comments presented in Table 4.4 by one of the heads of school were correct. Others stated that the prevalence of individualism in the educational setting was an additional barrier to the formation and maintenance of collaborative projects. Some educators were of the individualistic mindset, did not enjoy working in collaboration with their colleagues, and showed no interest in socialising with other educators. 28 of the ordinary instructors (or 70%) provided a response to this question.

There were classes among teachers that were based on the academic qualification of instructors, according to the findings of twenty (or fifty percent) of the ordinary teachers. These teachers suggested that the academic credentials of the teachers was another difficulty. The teachers were divided up into groups based on the following criteria: regardless of their educational background or the level of education they had in the classroom, instructors with diplomas and those with degrees did not collaborate well as a group.

CONCLUSION

The goal of the study was to examine the elements that have a role in the development and

FACTORS AFFECTING THE ESTABLISHMENT AND PRACTICE OF TEAMWORK OF TEACHERS

utilisation of collaboration among secondary school teachers in the area. The following were some of the specific aims that led the study: Identify factors for the establishment and practise of teamwork of teachers in secondary schools, determine challenges faced by teachers on the practise of teamwork in secondary schools, and suggest appropriate strategies on the establishment and practise of teamwork of teachers in secondary schools. Identify factors for the establishment and practise of teamwork of teachers in secondary schools. Identify challenges faced by teachers on the practise of teamwork in secondary schools. The research strategy employed was a case study, and both qualitative and quantitative methodologies were utilised in its execution. The methodology that was employed was called descriptive, and it consisted of collecting data through the use of questionnaires, interviews, and observational tools. secondary schools were among the institutions that participated in the study. The population of the sample that was targeted for the study consisted of a total of fifty individuals, including five principals or heads of schools, five academic instructors, and forty ordinary teachers. The sample of schools was obtained by a method of straightforward random selection, but the sample of academic instructors and school principals was chosen through a process of purposeful sampling. In order to prepare a report, qualitative data were evaluated using the descriptive analysis method, and quantitative data were studied through the numerical approach method.

REFERENCES

1. Aguttu, J. M. (2013). Factors influencing head teacher establishment of Teamwork in Management of public secondary schools administration in Mbita District Kenya. University of Nairobi, unpublished MED Dissertation retrieved
2. Anders, K. (2011). *Deliberate practice*. New York: Florida State University Press.
3. Babirye, F. (2005). Teacher turnover and performance of private secondary schools in INDIA . A case of Dare es Salaam. The Open University of INDIA : MED APPS Dissertation.
4. Babyegeya, E. 2002). *Educational Planning and Administration*. Dar es Salaam: The Open University of INDIA .

FACTORS AFFECTING THE ESTABLISHMENT AND PRACTICE OF TEAMWORK OF TEACHERS

5. Bakkern, E. (2007). Twelve ways to build effective team. Roshester Business Journal. Retrieved March 15/2015 from [http. www. cohesion, riceeduc/ campus service/ human resources/ empi library/twelve ways to build an effective team](http://www.cohesion, riceeduc/ campus service/ human resources/ empi library/twelve ways to build an effective team).
6. Brown, S. (1991). Education in the developing world. London: World University Service.
7. Chissick, N. (2005). Factors affecting the implementation of reforms in secondary school Mathematics. Anglia polytechnic University, Chelmsford, A PhD.
8. Clegg, S., Kornberger, M., & Pitsis, T. (2011). Managing and organization: An introduction to theory and practice. India: Stewart Clegg, Martin Kornberger and Tyron Pitsis Press.
9. Clements, Z. (1981). Sense and Humanity in our schools: A guide for 1980s. Ottawa: Silver Burdett Company.
10. Cohen, G., Manion, L, & Morrison, K. (2007). Design group work: Strategies for the Heterogeneous classroom. New York: Teachers College Press.
11. Creswell, J. (2009). Research Design, Qualitative, Quantitative and mixed Methods Approaches. California: Sage publications Inc.
12. Dale, J. (2006). Improve Teacher Retention by Building Team work. Retrieved March 14/ 2015
13. Davis, A. (2004). Mastering public Relations. New York: Palgrave Macmillan. Dyer, W. & Dyer, J. (2007). Team Building: Proven Strategies for improving Team
14. Eameaim, J., Erawan, P., & Piromruen, S. (2009). Developing a Model of Teacher Team Building at Secondary School in Thailand. The social Sciences, volume 4, issue 4. Retrieved on April 3/2015 from [http. www. medwell publishing. Com](http://www.medwell publishing. Com)
15. Enon, J. (1998). Education research statistics and measurement. Kampala: Makerere University Press.