
Team Based Management For Effective Service Delivery In Secondary Schools In Rivers State

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Abstract

The paper examined team based management for effective service delivery in secondary schools in Rivers State. The paper adopted the desk study approach to review literature from textbooks, journals, internet and verbal engagements. Team based management dimensions were tied with those of service delivery. Team communication and instructional service delivery of the members who are teachers. The team leader being the principal or whoever appointed as the leader owes the team members communication role and vice-versa each member of the team. Team co-ordination and students performance was also isolated since the major theme of operation in school lies in the students. Resolving team member conflicts and teacher capacity was highlighted as necessary since conflict is inevitable in any team. The paper concluded by stating that team based management ensures that goal attainment is seen as common goal among members of the team.

Keywords: *Team based management, effective service delivery, secondary schools, teachers.*

Introduction

There is increasing need for team work to attain effective service. Secondary schools have the task of delivering services as defined and contained in the National Policy in Education. National Policy on Education (2014), enumerated the educational goals attainment of secondary education to be providing all primary school leavers with the opportunity for education of a higher levels, irrespective of sex, social statues, religious or ethnic background, offer identified curriculum to cater for the differences, provide trained manpower in the applied science, technology and commerce at sub-professional grades. Develop and promote Nigerian language art and culture in the context of worlds cultural heritage, inspire students with a desire for self improvement and achievement of excellence, foster National Unity with an emphasis on the communities that unite us in our diversity and raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate values, provide technical knowledge and vocational skills necessary for agriculture, industrial, commercial and economic development. To attain to these states goals of secondary education, the school managers (the principals) in conjunction with the teachers and students should try as much as possible to handle conflicts in such a way that it will not escalate to violence.

One of the most robust findings in literature on the factors underlying the structure of teams is that birds of a feather flock together (McPherson, Smith-Lovin and Cook, 2001). Most team literature on team based relationship in the work place had focused on small work groups and the goal of such team study is to identify the variables that predict team effectiveness. Thus, historically, the team literature has focused on such variables as cohesiveness, size, team leadership, motivation, and group goals. In recent years, the composition has become a central concern, particularly regarding diversity. Also, another focus of considerable attention in about team based relationship in recent years is the role of conflict among teammates (Jehn and Mannix, 2001). There is need to engender unity and co-operation between the team leader. The leader in the case of secondary schools could be the principal or any other acting on his behalf. Service delivery is drawn from the National Policy on education and the curriculum. The ability of the teachers to interpret the curriculum and pass meaningful information to the students results to service delivery. The implementation of teams in enhancing service delivery is fundamentally, an organizational change and development process. Teams are, therefore, susceptible to all the challenges that can occur during any organizational change process. In a school system, teachers' resistance may result where teachers are required to work with colleagues with whom they are unfamiliar. In this case, the new teams are breaking up established social relationships thereby unable to enhance job satisfaction. In the team literature, there is no exact parallel to the effect of team based relationship on organizational performance. Many studies had examined the overall amount of communication among teammates. While some studies had looked at how much each team member speaks (Brown and Miller, 2000) and who says what (Larson, Christensen, Abbott and Franz, 2012). It is against this background that this paper attempts to contribute to literature especially in Nigeria to examine relationship between team-based management and service delivery in secondary schools in Rivers State.

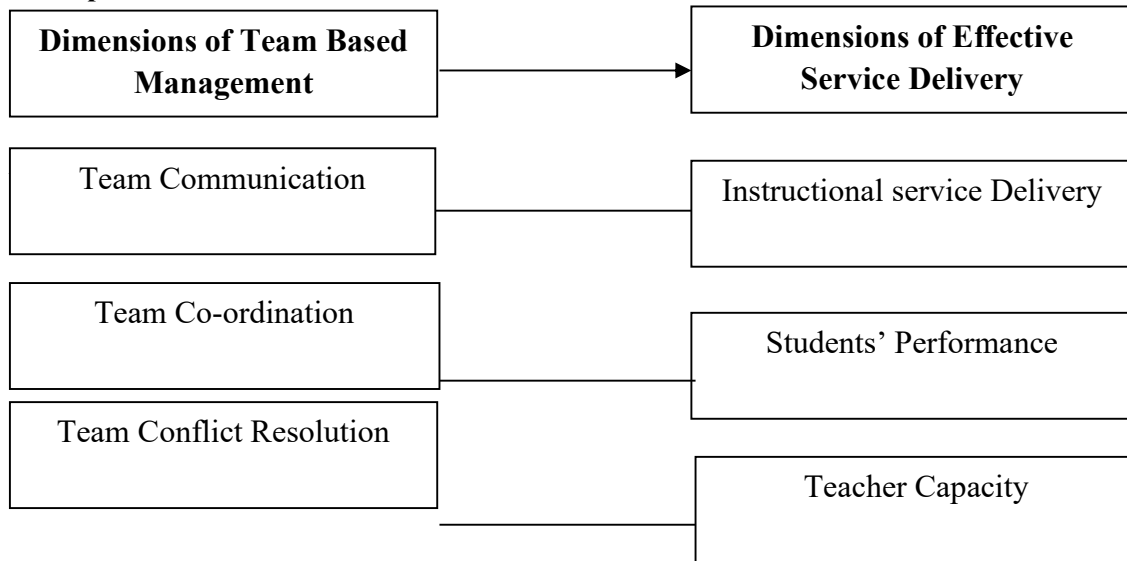
Conceptual clarification

Fig.1: Researcher's Guide, 2022

The concept of team based management

Asiabaka (2018) describes team based management as the collaborative effort of a group to achieve a common goal or to complete a task in the most effective and efficient way. This concept is seen within the greater framework of a team, which is a group of interdependent individuals who work together towards a common goal. here are certain characteristics that a team must have in order to work effectively. These characteristics are interrelated. It is imperative that Group Cohesion is strong within the team. There is a positive relationship between group cohesion and performance. Communication is another vital characteristic for effective teamwork. Members must be able to effectively communicate with each other to overcome obstacles, resolve conflict, and avoid confusion. Principals are expected to communicate with their teachers and students. Complaints and requests are expected to be attended to promptly. Feedback by every member of the team should be seen as a responsibility of all. Communication increases cohesion among teachers, team leaders and students. Communication is important within teams to clearly define the team's purpose so that there is a Common Goal Having a common goal will increase cohesion because all members are striving for the same objective and will help each other achieve their goal. Commitment is another important characteristic for teams. It occurs when members are focused on achieving the team's common goal (Allen, 2015). Accountability is necessary to ensure milestones are reached and that all members are participating. Holding members accountable increases commitment within team relations (McCabe, 2005).

Team communication and instructional service delivery

The word communication is derived from the Latin word "Communis", which literally means trying to gain understanding (google.com). it means the transmission (encoding), receipt and interpretation (decoding of messages by means of specific medium (Lesikar in Ejimaji & Ahiawe, 2011). Communication strategy is the blueprint for how information will be exchanged (John, 2016). A communication strategy is designed to help you and your organization communicate effectively and meet core organizational objectives. Instructional delivery concerns the communication of lessons by the teacher to the students. In a way, the teacher and the students constitute a team.

A school system is a melting pot of different people with different backgrounds and personalities, hence bringing out the best in them requires effective communication skill which is one of the core component of team leadership (Towler, 2003; Awamleh & Gardner, 1999). Okorie, (2000) identified communication as one of the essential elements of team leadership and asserted it thus, it is the process of transmitting one's thoughts, ideas, wishes, attitudes and emotion to others. Several authors concurred with Okorie (2000) that communication is central to team leadership (Towler, 2013, Awamleh & Gardner, 2018). This implied that communication is the live wire of any given organization and the source through which the goal and aspirations of any organization is transmitted. Similarly, Ejimaji and Ahiawe, (2016) maintained that communication is the ingredient which makes organizations possible, the vehicle through which the basic management or administrative functions are carried out. Effective workplace communication is based on interpersonal, professional relationships that are developed through a keen awareness of courtesy, attentive listening, active participation and appropriate body language. (smallbusiness.chron.com). communication plays a key part for team leaders in ensuring that people do the right things instead of only doing things in the right way by carefully managing the internal and external relationship in supporting organizational growth (Zerfass & Huck, 2007; Suffian, Norhayati & Mohammad, 2014). In their study, team leadership was discussed as the medium of communicating the vision of the organization, in both transactional and transformational team leadership's model. A leader is regarded as a person who not only exemplifies but most importantly possesses the ability to communicate the action loud and clear. In this sense, a leader must walk the talk (Zerfass & Huck, 2007).

Communication in organizational life provides a basis for understanding virtually every human process which occurs in an organization such as conflict, cooperation, decision making, the use of power and authority, compliance gaining, resistance, morale and cohesion, and the creation and maintenance of relationships in an organization. Harnessing superior-subordinate communication in the organization, communication among colleagues and fellow employees are carried out to disseminate and retrieve information timely and efficiently, coordinate and complete job tasks, for decision making and finally to minimize or solve conflicts in the organization (Suffian, Norhayati & Mohammad, 2014). Meanwhile, Beebe and Masterson (2011) state that communication is the process of acting on information. It is also process where messages are sent and received simultaneously – by which we make sense out of the world and share that sense with others. In most cases, face-to-face communication affords the best opportunity to clarify meaning and resolve uncertainly and misunderstanding.

Team conflict resolution and teacher capacity

Hetland and Sandal (2018) defined teacher capacity as, creative and innovative ways of doing the conventional. It is the degree to which you encourage others to be creative in looking at old problems in new ways. According to Jones and Rick (2017), it is questioning old assumptions and the status quo. Intellectual stimulations are further defined as having a leader who encourages innovation and creativity, critical thinking and problem solving. It involves arousing followers' thoughts and imagination, as well as stimulating their problem solving. It involves arousing followers' thoughts and imagination, as well as stimulating their ability to identify and solve problems creatively (emsoworld.com). It has to do with the ability of a leader to deviate from established norms and beliefs, breaking boundaries and taking risks. This stimulates the followers' creative abilities as well as encourages independent thinking among followers. They inspire their followers to think outside the box. Team only challenge the status quo, they encourage their followers by stimulating them intellectually to adopt creative thinking processes and push them to reconsider the solution of old problems through new techniques (Amanchukwu, 2010; Hater and Bass in Goctu & Goctu, 2014).

In the field of education, the teachers are seen as the molders of the destiny of the nation hence it is important that their activities and methodology are brought up-to-date so as to meet up with contemporary trends in education. Principals should encourage the teachers to go beyond the normal to ensure that their delivery of concepts is top notch. The practice of teachers rehearsing lesson notes over the years only yields academically inept and stagnant students because there is no new knowledge being added even as the world is moving at a rapid pace. Motivated workers are more dedicated to the organization. They have job satisfaction and as a result of this, they work more productively (Osterloh, Bruno & Frost, 2001). For this reason, managers motivate their employees to use their knowledge and skills towards organizational aims (Lindner in Goctu & Goctu, 2014). School principals have to keep in mind that a teacher who does not have job satisfaction and is under motivated may weaken educational programmes (Snowden & Gorton, 2002). For this reason, therefore, they have to use different approaches to motivate teachers (Enaohwo, 2009).

Team co-ordination and students academic performance

Team leaders have the task of co-ordinating academic activities between the teachers and the students to ensure effective service delivery. The concept of organizational performance is generally founded upon the thought that, an organization is a voluntary alliance of productive assets that include human, physical, and capital resources with the aim of realizing a shared purpose. Brumbach in Olutola (2012) says that performance refers to results as well as behaviors, and fine-tuning organizational behaviors and work activities with the aim of achieving results or outcomes. The behavioral aspect of performance has to do with what an individual member of a team does at work place. In a school set up this will include the teaching and learning process. For any behavior to be subsumed under the performance concept, it has to be relevant to the organizational goals, managed by the team leader. On the other hand, the results aspect refers to the consequence of the individuals' behavior. These results are however dependent on other factors apart from the individuals' behavior. In a school setup, the results aspect of performance can be defined but not limited to students test scores, examination results, students' capability to generally apply what is learnt, and the graduation rate to institutions of higher learning. The education system in Nigeria is characterized by examination orientated teaching where passing examination is the benchmark for performance because there is no functional internal system of monitoring learning education cycle. The ability of the students to pass both internal and external examination form a major service delivery as observed by Edem (2007), examinations are generally accepted as valid measures of achievement. The responsibility of checking professional documents like teachers' schemes of work and lesson plans lies in the hands of the principal. This may be done in person or he may be delegated to the vice principal or the head of department. We have organized the variables regarded as team management skills: Input factors, which are relatively stable characteristics of the management team and the team's environment. These variables can be seen as the basic conditions for effective teamwork.

Conclusion

The paper has reviewed literature in line with team based management with reference to student-teacher, principal teacher and principal-student-teacher manner. The entire school is a team which goal is the delivering on the service of teaching and learning. The principal in a secondary school setting is the team leader, teachers are team members. Team leaders and other team members require communication effectiveness to achieve service delivery. The need for teacher capacity can also be achieved through effective conflict finding. In which case the principal or team leaders does capacity assessment needs of the teacher for effective service delivery. Teacher-student communication deals with the instructional delivery of the team leader, who in this case is the teacher.

Suggestions

Based on the foregoing reviewed literature, the following have been suggested:

1. School principals should be trained and retrained intermittently on team management skills.
2. Conflict resolution in the team group should be the responsibility of the team leader and team members. Participatory leadership should be encouraged amongst secondary schools in Rivers State.
3. Effective communication should be encouraged. Feedback from teachers to principals, principals to teachers, teacher-students and vice-versa should be encouraged in secondary schools in Rivers State.

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