

Team Work for Effective Staff Performance in Tertiary Institutions

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Abstract

The paper examined team work for effective staff performance in tertiary institutions. 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 leader being the head of department or whoever appointed as the leader owes the team members communication role and vice-versa member of the team. Team collaboration and students performance was also isolated since the major theme of operation in schools lie in the students. Staff performance was viewed in the context of teacher effectiveness. The ability of the lecturer to delivery on his /her teaching role which should reflect on students' academic performance was identified as one of the major indices of teacher or staff performance. 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: Teamwork, Staff Performance, Tertiary institutions, Rivers State.

Introduction

There is increasing need for team work to attain effective performance in order to achieve set goals. No one staff can attain or achieve alone. It is a collective responsibility. 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 cultural 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 conflict 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). This thus begs the question of what factors predict whether a team will experience low.

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, 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 tertiary institutions.

Conceptual Clarification

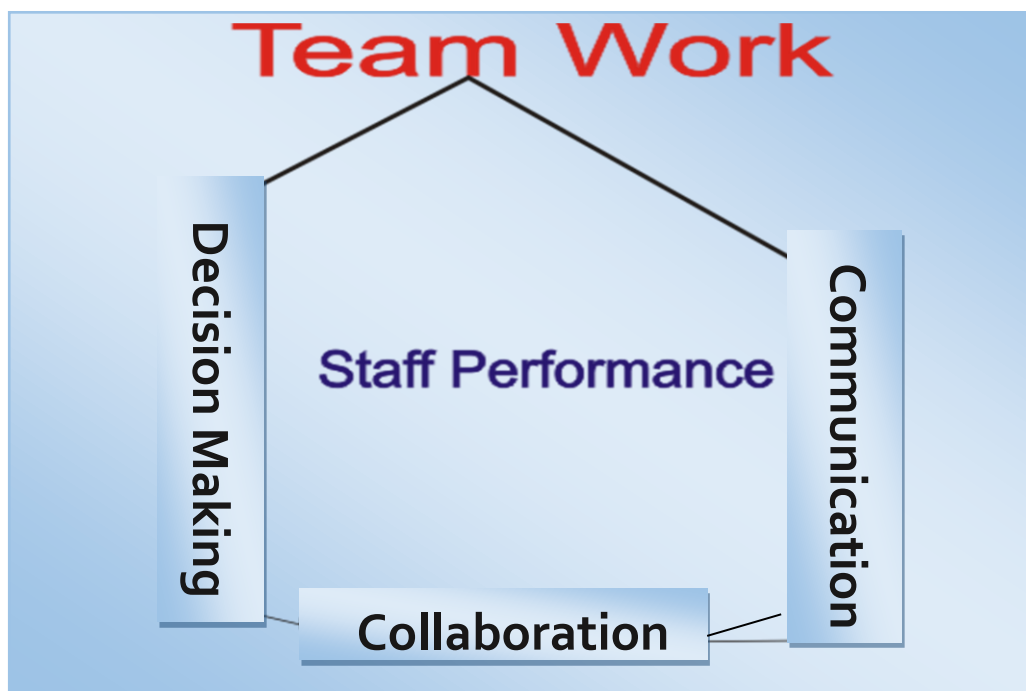


Fig.1: Researcher's Guide, 2022

The Concept of Team Work

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 work is involving more than one person in a process to achieve a goal. An aspect that should be emphasized in the strategic management of a school organization is forming a working team that is active and able to work together to achieve organizational goals. In general, the team is a group of quality built in order to create a rule that strive for excellence. Therefore, the success of the efforts of a group that was formed, the spirit of cooperation and good relations among group members need to be nurtured. This paper focused more on the the importance of team work in schools that include working as a team, work team, effective team work, communication, make decisions together, the emphasis on action, leaders and group work, teamwork is a skill for life, the refusal fostering teamwork in schools, Extra teamwork, and good team building methods. This chapter also covered the importance of teamwork among staff at the school that includes the interests of the spirit of cooperation, a sense of family, head master or principal role in developing a spirit of cooperation, and to foster a spirit of cooperation and strategy formulation.

Staff Performance

The staff in the context of the paper is identified as the school teacher. The term teacher performance includes the meaning of efficiency, improvement, quality, development, appropriateness, teaching task delivery; and refers to the effectiveness of the system and the degree to which the objectives are achieved. High achievement orientation shared by teachers and management and both the structural and cultural conditions of closely monitored learning are among the key elements of the effective school's model (Allen, 2005). In this sense, the effectiveness of the school is the extent to which the determined goals and objectives of a school are fulfilled in relation to quality, quantity, equality and quality of education (Okorie, 2000). In education systems, students' achievement levels and achievements in standardized tests and exams, teaching and learning processes in the classroom, primary education, high school, secondary education and undergraduate graduation percentage and schooling ratio, social cohesion and citizenship, moral and ethical values, employment outcomes are considered as effective schools indicators (Tower, 2013, Awamah & Gardner, 2015).

In the literature, different characteristics of teacher performance are mentioned. These include: strong educational leadership, high expectations of student achievement, emphasis on key skills, a safe and orderly climate, frequent assessment of students' progress in John (2016)'s empirical research effective school's features are; strong teaching leadership, open and focused mission, safe and orderly environment, beneficial and encouraging school climate, atmosphere of high expectations, regular monitoring of student development, acquisition of basic skills, maximizing learning opportunities, parent participation, effective professional development and as a common decision-making process. High student achievement, basic skills, managerial functioning, leadership behaviors, morale, trust level, culture and climate, parental involvement, school community support, teacher performance, teachers' organizational and professional commitment, loyalty and satisfaction are the most important components of effective schools (Asiabaka, 2018). According to Okorie (2000) characteristics of effective schools are school principal, teacher, student, school curriculum and teaching process, school culture and climate, school environment and parents. In studies in Turkey; It is concluded that it shows effective school characteristics in terms of teacher, student, administrator and school culture and climate (Larson, 2012). These features; (i) a safe and orderly environment, (ii) instructional leadership, (iii) clear and focused mission (iv) Positive home-school relationships, (v) Frequent Monitoring of Student Progress, (vi) Opportunity to Learn and Student Time on Task and (vii) High expectation climate for success (Lezotte, 2001): Safe and Orderly Environment; Although there are no major violence and explosions that threaten the security of the school, deepened disciplinary problems also prevent the learning environment from being effective. When schools are secured, a positive step is taken towards achieving targeted school behavior. Therefore, the aim of effective schools is to minimize such events even if they cannot be eliminated (John, 2016). Brown and Miller (2012) investigated the relationship between perceived safe environment and student achievement. At the end of the study, it was revealed that the students' learning situations were negatively affected when they were not provided with an orderly environmental condition in which they felt safe. Instructional Leadership; Schools need effective leaders to communicate the mission and vision of the school. Performing teachers create a common sense of purpose by emphasizing the mission of the school and creating a set of common core values among teaching staff. Having common core values and a common sense of purpose.

Communication

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. 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 (Ololube, 2018). 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, 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 & 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 uncertainty and misunderstanding.

Challenges of Teamwork in Tertiary Institutions

Asiaka, (2018) identified coordination costs represent time and energy that group work consumes that individual work does not, including the time it takes to coordinate schedules, arrange meetings, meet, correspond, make decisions collectively, integrate the contributions of group members, etc. The time spent on each of these tasks may not be great, but together they are significant.

Coordination costs can't be eliminated, nor should they be: after all, coordinating the efforts of multiple team members is an important skill. However, if coordination costs are excessive or are not factored into the structure of group assignments, groups tend to miss deadlines, their work is poorly integrated, motivation suffers, and creativity declines.

Instructors should note that coordination costs increase with:

- Group size: The more people in the group, the more schedules to accommodate, parts to delegate, opinions to consider, pieces to integrate, etc. Smaller groups have lower coordination costs.
- Task interdependence: Tasks in which group members are highly reliant on one another at all stages tend to have higher coordination costs than tasks that allow students to "divide and conquer", though they may not satisfy the same collaborative goals.
- Heterogeneity: Heterogeneity of group members tends to raise coordination costs, especially if there are language issues to contend with, cultural differences to bridge, and disparate skills to integrate. However, since diversity of perspectives is one of the principle advantages of groups, this should not necessarily be avoided.

Strategies: To help reduce or mitigate coordination costs:

1. Keep groups small.
2. Designate some class time for group meetings.
3. Use group resumes or skills inventories to help teams delegate subtasks.
4. Assign roles (e.g., group leader, scheduler) or encourage students to do so.
5. Point students to digital tools that facilitate remote and/or asynchronous meetings.
6. Warn students about time-consuming stages and tasks.
7. Actively build communication and conflict resolution skills.
8. Designate time in the project schedule for the group to integrate parts.

Motivation costs refers to the adverse effect on student motivation of working in groups, which often involves one or more of these phenomena:

- Free riding occurs when one or more group members leave most or all of the work to a few, more diligent, members. Free riding – if not addressed proactively – tends to erode the long-term motivation of hard-working students.
- Social loafing describes the tendency of group members to exert less effort than they can or should because of the reduced sense of accountability (think of how many people don't bother to vote, figuring that someone else will do it.) Social loafing lowers group productivity.
- Conflict within groups can erode morale and cause members to withdraw. It can be subtle or pronounced, and can (but isn't always) be the cause and result of free riding. Conflict – if not effectively addressed – can leave group members with a deeply jaundiced view of teams.

Strategies: To address both preexisting and potential motivation problems:

1. Explain why working in groups is worth the frustration.
2. Establish clear expectations for group members, by setting ground rules and/or using team contracts.
3. Increase individual accountability by combining group assessments with individual assessments.
4. Teach conflict-resolution skills and reinforce them by role-playing responses to hypothetical team conflict scenarios.
5. Assess group processes via periodic process reports, self-evaluations, and peer evaluations.

Intellectual costs refer to characteristics of group behavior that can reduce creativity and productivity. These include:

- Groupthink: the tendency of groups to conform to a perceived majority view.
- Escalation of commitment: the tendency of groups to become more committed to their plans and strategies – even ineffective ones – over time.
- Transparency illusion: the tendency of group members to believe their thoughts, attitudes and reasons are more obvious to others than is actually the case (Bee, 2011).
- Common information effect: the tendency of groups to focus on information all members share and ignore unique information, however relevant.

Strategies: To reduce intellectual costs and increase the creativity and productivity of groups:

1. Precede group brainstorming with a period of individual brainstorming (sometimes called "nominal group technique"). This forestalls groupthink and helps the group generate and consider more different ideas.
2. Encourage group members to reflect on and highlight their contributions in periodic self-evaluations.
3. Create structured opportunities at the halfway point of projects to allow students to reevaluate and revise their strategies and approaches.

4. Assign roles to group members that reduce conformity and push the group intellectually (devil's advocate, doubter, the Fool).

Challenges for Instructors

While group assignments have [benefits for instructors](#), they also have complexities that instructors should consider carefully, for example in these areas:

Allocating time: While group assignments may save instructors time in some areas (e.g., grading final projects), they may add time in other areas (e.g., time needed up front to identify appropriate project topics, contact external clients, compose student groups; time during the semester to meet with and monitor student groups; time at the end of the semester to ascertain the contributions of individual team members.)

Teaching process skills: Functioning effectively in teams requires students to develop strong communication, coordination, and conflict resolution skills, which not all instructors feel qualified to teach. Many instructors are also reluctant to devote class time to reinforcing these skills and may be uncomfortable dealing with the interpersonal issues that can arise in groups. In other words, dealing proactively with team dynamics may push some instructors out of their comfort zone (Bee, 2011).

Assessing process as well as product: Assessing teamwork skills and group dynamics (i.e., process) can be far trickier than assessing a team's work (i.e., product). Effective evaluation of process requires thoughtful consideration of learning objectives and a combination of assessment approaches. This creates layers of complexity that instructors may not anticipate.

Assessing individual as well as group learning: Group grades can hide significant differences in learning, yet teasing out which team members did and did not contribute to the group or learn the lessons of the assignment can be difficult. Once again, this adds complexity to group projects that instructors often underestimate (Allen, 2015).

Hetland and Sandal (2003) 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 Jones and Rick (2007), 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, breaching 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 & 2001). For these reasons, managers

motivate their employees to use their knowledge and skills towards organizational aims. School principals have to keep in mind that a teacher who do 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).

Collaboration

Team leaders have the task of collaborating 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. Ololube, (2017) 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 delegate 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. Processes, which refer to how the management team works. Processes include both task-related processes (how the members work together on team tasks) and interpersonal.

Benefits of Team Work In Schools

Teamwork teaches essential communication and social skills, such as active listening and effective speaking. When working as a team, students learn how to listen to their leaders and coaches in order to perform their individual roles. Students learn how to listen to one another in order to function as a cohesive unit.

Many advantages and benefits obtained when the individual is able to work in a team. Therefore, this attitude should be adopted by the Organization in an effective school. According to Edem (2007), benefit or outcome of teamwork can be described as follows: i. Knowledge in the various fields can be shared so that averted problems more effectively. ii. Job satisfaction and morale of teachers can be improved when the attitude of collaboration nurtured in administration. iii. Share the problems of the various functions and parts to resolve it quickly and more effectively. iv. Recommendations made via teamwork can be implemented more easily compared with recommendations made individually. The role of the school as a high-performing organization should realize the advantages-benefits obtained as a result of team work.

The spirit of work, concentration, strength and productivity of the members work as a team is usually increased when he feels himself alone. The team will have productivity and advantages that enable an individual feel contributes his knowledge is useful that can contribute. For example a complex decision process difficult to do and executed if it does not involve the participation of all members. Therefore, teams built may be regarded as one of the 'human resources' that is useful and effective. Teamwork certainly requires the involvement of all its members. The efficiency and morale of each member will determine the potential of a team in achieving its goals. Thus, in the school organization, it shall be the duty of the leader i.e. school head form teams that have specific criteria that are appropriate with the goal of seeking to achieve. Quality aspects also stressed because each member in an organization need to understand that in a team certainly exist many different types and individual and skill level as well as having distinctive character. Teamwork allows them to complement each other by leveraging flaws that exist in each. This integration will give results very satisfactory small blocks of stone were able to form a solid construction and a beautiful home.

Teamwork teaches students how to respectfully and confidently express their ideas and opinions effectively in a group setting. It's important for students to recognize that speaking is not the same as talking. Speaking is about understanding how to communicate with an audience. The way in which a student speaks to other group members demonstrates her level of understanding and respect for others. In Edem, (2007), teamwork teaches students that their voices are respected and valued. Knowing that she will be heard helps build a student's self-confidence, while encouraging further participation in group activities. This becomes a self-sustaining cycle: participation in team activities teaches students how to be better communicators, which in turn helps every member of the team feel valued and respected. As a result, even the most introverted and quietest members of the team can become active participants and learn to enjoy team activities. One of the biggest benefits of teamwork is its potential to dramatically reduce the effects of bullying on students. When a student knows she is valued and respected by others, she will be able to rise above the hurtful acts or comments of a bully (Brown and Miller, 2000).

Being a part of a team that genuinely cares about its members will also give a student a strong support system. Ultimately, team members tend to stick together outside of collaborative settings (like sports practice and clubs), which means they can support one another in challenging settings. Furthermore, the self-confidence from team activities may empower a student to stand up for other victims of bullying who may not have a similar support system. The benefits of teamwork almost always translate into success outside the classroom. There are very few career paths that operate in isolation. As an employee in almost any industry, people are required to work closely with others (Asiaka, 2018). That's why employers prefer to hire people who have demonstrated their ability to work as a part of a team.

Allen, (2015) argued that introducing students to collaborative environments early in their school experiences presents opportunities for them to more productive and joyful as they work with others in a team-based environment. This satisfaction will be reflected in their job performance and career advancement. Successful teamwork begins with great communication skills. If you want to teach these skills to your students, lead by example. Listen carefully to what she says and make sure you communicate with her in a clear, respectful manner. Family activities such as board games and cooking are great for teaching important social skills such as collaboration, compromise, and respect. School is the perfect place to develop your student's teamwork skills (Bee, 2011).

Any team member should have plenty of opportunities to develop her listening and speaking skills during partner activities and group projects. Team sports, school plays, and debate teams are also great experiences for learning how to be a part of a team.

Decision Making

Effective teams make best and quality decisions via sharing of knowledge and skills of team members. The decision is usually made within a short period of time because it involved the cooperation of all members as well as in quality. Effective team usually will discuss different views and in the event of a conflict of thoughts or opinion it will be resolved in the best way. Faith is hope that exists in an orderly community and it is important to process initial action based on cooperation in sharing the norm among members who are involved in the community. The formation of a group requires internal and external elements called 'required system'; this includes employees acting and interacting between them to make a decision. Brown and Miller (2000) noted that decision making are closely related to the value of the team leaders. Team leaders should stand on their own feet and be ready to make decisions from time to time.

Allen, (2015) revealed that certain situations or circumstances productivity of an organization or a group will increase when the member or members have a cooperative rather than competitive relationship. Deming introduce 'Deming Round' where each individual must plan, collect data, analyze data, and form a team, or work and the group will continue to move according to the ongoing round without disconnect. The process is a rotating movement, interlinked between one another, and involves the interaction between the expert groups with the management system. This cooperation must exist with a good, solid, and understanding. Otherwise, the process will be interrupted and might be a reverse rotational consequently could lead to disappointment and loss of many parties.

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 administrators 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 tertiary institutions.
3. Effective communication should be encouraged. Feedback from teachers to principals, principals to teachers, teacher-students and vice-versa should be encouraged in tertiary institutions.

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