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REFLECTIONS ON THE TEAMWORK ABILITIES OF PRIVATE SCHOOL TEACHERS IN VALENZUELA CITY

EDNA A. RICAFORT¹

Little Bethlehem Learning Center, Inc., Veinte Reales, Valenzuela City

DR. RAINELDA M. BLANCO²

Schools Division of Bulacan

Abstract

The problem of this study was focused on the relationship of the respondents' profile such as age, sex, civil status, length of service and educational attainment to the individual assessment of their teamwork abilities using the 17 laws of teamwork by John C. Maxwell (2003), from his book, *Laws of Teamwork Workbook*.

Ninety teachers of eight private elementary schools constituted the sample of this study. The level of teamwork abilities of the teachers was assessed using the indicators of the *law of significance*, *law of the big picture*, *law of the niche*, *law of Mount Everest*, *law of the chain*, *law of the catalyst*, *law of the compass*, *law of the bad apple*, *law of countability*, *law of the price tag*, *law of the scoreboard*, *law of the bench*, *law of identity*, *law of communication*, *law of the edge*, *law of high morale* and *law of dividends*. These were compared and correlated with the respondents' profile.

The Pearson correlation was used to test the relationship and significance among the respondents' profile and their teamwork abilities. *Age* had significant correlation to the *law of the big picture* and the *law of the niche*. *Sex* and *length of service* had no significant correlation to all the teamwork abilities. *Civil status* of the respondents had significant correlation to the *law of the niche*. The profile on *educational attainment* had significant relationships to the *law of the big picture*, *law of the bench*, and the *law identity*.

To strengthen the teamwork abilities of the respondents, the researcher developed a plan of action for holding seminars and training for the purpose.

Introduction

Schools that uphold teamwork are likely to be more effective in their delivery of instruction than schools where teamwork is not actively worked for as paramount. The need of the principal to ensure full cooperation of teachers in running the school cannot be over-emphasized. It is the duty of the principal to create systems that would harmonize the school environment composed of the experienced teachers and the new ones at any given time.

In private schools it seems inevitable that every school year they hire new teachers. They hire new graduates whose teaching experience is limited to their on-campus, off-campus training during their college days. This happens despite full awareness that the craft of teaching cannot be learned in four to five years of teacher's education course, despite the practicum required by the teacher education institution. The craft of teaching is honed through years of coaching by good teachers or mentors. The school may be in chaos if there is no system to tap the full cooperation of teachers, young and old alike.

School heads should always try to bring out the best among their teachers. They must remember that each individual in his faculty is unique, having his share of strengths and weaknesses. They must be able to unearth the potentials of teachers, capitalize on their strengths and improve on their weaknesses. As school leaders, they must be able to inspire the teachers to be the best that they can be.

In the course of the researcher's duty as a teacher, and then as a school head in a private school, she strictly applied one of the most important requirements in hiring teachers - their ability to work well with others. Applicants are asked about their teamwork abilities and the application of such during their school days. For teamwork abilities are necessary tools to create a cordial environment, maintain harmonious atmosphere, make the work easier and assure efficient delivery of quality instruction.

It has been observed that new applicants enter the teaching profession with much enthusiasm and display dedication and commitment. They are delighted to belong to a new community of professionals consisting of management officers, teachers, and support staff all working for the students. They are happy to be part of a new organization where people live and work in such a way that they communicate, interact and transact considering each other's individual differences in views, beliefs, opinions, and emotions. They manifest eagerness to teach and apply their major studies in education.

In this charged environment, the principal must be constantly on the alert to develop positive mindset and fresh outlooks, keep abreast of change, and meet the demands placed upon her by her constituencies. She faces challenge of moving the teaching personnel towards the attainment of the school goals and objectives. Being the leader, she holds the key to the promotion of harmonious relationships within the institution where social interaction is high and whose product is very much affected by such interaction.

In the same way the principal must develop a system to adapt to the changing needs of the teaching staff almost every school year. New teachers bring in new blood, energy, enthusiasm, excitement, inspiration, experience, sharing ideas and strategies, and expectations. But these new teachers will necessarily give rise to changes in the environment of the institution as well. The major goal of every educational institution to provide quality education should not be sacrificed with these changes. The accomplishment of this goal largely depends on the human force, the source of its strength and foundation, ideas and wisdom, and power and intelligence. Faculty development is a major concern of

educational management because of the need to retrain or enhance the competencies of teachers to respond to the demands called for by the teaching profession. The demands of today may not be the demands of tomorrow for change is inevitable. Developing changes in modern society require man to learn as fast and as effectively as he can if he wants to cope with the demands of the present day. The four-year course of teachers may not prepare them adequately as beginning teachers. The people hired in an institution must be trained, developed, and educated continuously because the growth and stability of an organization depends on the quality and adequacy of its human resources.

A school that continually seeks ways to improve its system of delivering instruction knows that one of its major functions is to continuously promote and upgrade the knowledge, competencies, and well-being of its teachers who are in direct contact with the students. It is ultimately through the teachers' efforts that the school justifies its reason for existence. Thus, it is the responsibility of the school to provide the adequate support to its teaching staff as they all gear up for growth professionally, instructionally, and personally, achieving their maximum potential, so that in return they will perform their tasks optimally.

Truly, teachers are the key to the transformation of any learning institution. It follows logically that the strength of an educational system largely depends upon the quality of its teachers. Teachers are acknowledged as the key factors - their characteristics, qualifications, attitudes towards others, and capacity to work well with others affect the quality of education. Faculty development, therefore, plays an integral part in the transformation of teachers and in creating a high quality force that promotes successful learning and high student performance.

The study at hand focuses on the improvement of assessed teamwork abilities of the teaching staff using the *Laws of Teamwork Workbook* of John C. Maxwell (2003); the Bruce Tuckman's Model of Team Stages in teambuilding; and different team roles inspired by Belbin's Theory of Team Roles.

Along this line, the study is focused to determine the level of teamwork abilities of the teachers in selected private schools in the City of Valenzuela and to create a plan of action in teambuilding to enhance teamwork within the institutions.

Statement of the Problem

The general problem of the study is: How may the teamwork abilities of teachers in the private elementary schools in the City of Valenzuela be strengthened ?

Specifically, it seeks to answer the following questions:

1. How may the profile of teachers be described in terms of :

1.1 age

1.2 sex

1.3 civil status

1.4 length of service in the institution and

1.5 highest educational attainment?

2. What is the level of teamwork abilities of the teachers in terms of the :

2.1 *law of significance* (everybody needs a team)

2.2 *law of the big picture* (everybody has a role to play)

2.3 *law of the niche* (right people in the right places)

2.4 *law of Mount Everest* (big challenge needs teamwork)

2.5 *law of the chain* (the strength of a team is affected by its weakest member)

2.6 *law of the catalyst* (one who intensifies the team)

2.7 *law of the compass* (one who gives direction to the team)

2.8 *law of the bad apple* (bad attitudes ruin the team)

2.9 *law of countability* (one can count on everybody)

2.10 *law of the price tag* (invest to improve performance)

2.11 *law of the scoreboard* (basis of adjustments)

2.12 *law of the bench* (people who add value to the team)

2.13 *law of identity* (values define the team)

2.14 *law of communication* (speak up and be honest)

2.15 *law of the edge* (more potential leaders in a team)

2.16 *law of high morale* (full support to the team) and

2.17 *law of dividends* (giving oneself for the sake of the team)?

3. Are there significant relationships between the profile and the level of teamwork abilities of the teachers?

4. What management plan of action may be proposed to strengthen the teamwork abilities of the teachers?

Methods

The descriptive method was used in this study. As pointed out by Salmorin (2006), descriptive method is designed to gather information about present and existing condition. Its principal aim is to describe the nature of a situation as it exists at the time the study is conducted. The descriptive design was used to assess the level of teamwork abilities and determine which of the teamwork abilities would have to be strengthened, in the process proposing interventions that would strengthen the teamwork abilities of

teachers. The proposed interventions were based on the results of the teamwork abilities of the teachers as assessed. The researcher used the questionnaire-checklist to gather the data.

The descriptive method is a correlation research method, wherein events are recorded, described, interpreted, analyzed and compared (Castillo, 2002). Under descriptive method correlation research is commonly employed. The aim is to describe the strength of relationship between two or more events or characteristics (Santrock, 2005). For this research, the descriptive method was used to describe the profile variables of age, sex, length of service, civil status, and educational attainment compared to the level of teamwork abilities as assessed.

Sanchez (1980) said that the process of descriptive research goes beyond mere gathering and tabulation of data. It involves the interpretation of the meaning or significance of what is described. Description is often combined with comparison and contrast involving measurements, classifications, interpretation and evaluation.

To be able to gather the necessary data, questionnaires were used. The Profile of the Respondents and the Teamwork Abilities Questionnaires crafted by John C. Maxwell for his book, *The Laws of Teamwork*, were the instruments used. The questionnaires were given to the respondents, principals and teachers of eight private schools in Valenzuela City who were assured that their responses would be confidential. The questionnaires were administered under close supervision.

The data were gathered, analyzed and computed through the use of excel software. The statistical treatment such as frequency and percentage distribution, and the weighted mean distribution were used in describing and analyzing the objectives of this study. The data were organized and presented in tabular forms.

Population and Sample of the Study

The respondents consisted of eight principals and 82 elementary teachers from eight private schools of Valenzuela City North District, in Division of City Schools-Valenzuela. All principals and teachers of the eight private schools were requested to fully answer the questionnaires.

Table 1

Distribution of Respondents

School	Frequency	Percentage
Emmaus Christian School Inc.	Head Teacher	1
	Teachers	14
High Horizons Learning Center	Head Teacher	1
	Teachers	6
Nuestra Senora De Guia Academy	Principal	1
	Teachers	18
Academia De San Gabriel of Valenzuela, Inc.	Head Teacher	1
	Teachers	8
Grace Pearl School of Valenzuela	Owner/Principal	1
	Teachers	8
St. Gregory College Of Valenzuela	Principal	1
	Teachers	12
Divine Mercy Academy of Valenzuela	Owner/Principal	1
	Teachers	6
Little Bethlehem Learning Center, Inc.	Principal	1
	Teachers	10
Total	90	100%

It may be seen from the data in Table 1 that there are 15 respondents or 16.67 % from Emmaus Christian School Inc., seven or 7.78 % from High Horizons Learning Center, 19 or 21.11 % from Nuestra Senora De Guia Academy, nine or 10 % come from Academia De San Gabriel of Valenzuela, Inc., Grace Pearl School of Valenzuela has nine respondents or 10 %, St. Gregory College of Valenzuela with 13 respondents or 14.44 % Divine Mercy Academy of Valenzuela has seven respondents or 7.78 %, and Little Bethlehem Learning Center has 11 respondents or 12.22 %. The data in Table 1 further reveal that Nuestra Senora De Guia Academy has the highest number of respondents while High Horizons Learning Center and Divine Mercy Academy have the least number.

Research Instruments of the Study

The survey questionnaire included demographic profile covering age, sex, civil status, highest degree completed, and years of teaching experience of the respondents from the selected schools. The demographic variables were utilized to explore the extent of teamwork abilities as shown by the teachers in their day-to-day dealings and activities in school. This opinion is supported by the study of Bales (1994) which revealed that the magnitude and extent to which practices are performed are determined by the personal and professional attributes of the respondents. Hence, administrative and supervisory aspects are inseparable and invariably influenced by the respondents' personal and professional qualification, attributes, experience and educational background.

The questionnaire had two parts: the first part dealt with the demographic profile of the respondents in terms of age, sex, civil status, highest educational attainment, and the length of teaching experience in years. The second part was the main questionnaire about the Laws of Teamwork Abilities. There are 17 teamwork abilities with ten indicators for every ability. The specific teamwork ability was not spelled out intentionally so that the respondent could not identify the groupings of the indicators.

The items in the questionnaires referring to the Laws of Teamwork Abilities answerable by "Always," "Often," "Sometimes," "Seldom," and "Never." Each response was given a weight of 5, 4, 3, 2, & 1, respectively. To lead the respondents to their exact answers, the researcher wrote opposite the choices

the simple words corresponding to their meaning (Webster, 1996) : Always (A) means Continually do this; Oftentimes (O) means Frequently do this ; Sometimes (SO) means Occasionally do this ; Seldom (SE) means Rarely do this ; and Never (N) means Not do this at all. The respondents were requested to check the number corresponding to their responses under the appropriate column.

The researcher submitted the questionnaire to her thesis adviser for comments and suggestions and for possible modification. The questionnaire was improved and validated as to presentation. This was subjected to a dry-run with non-respondents answering to test the efficacy of the said instrument.

Results and Discussion

Part 1. Profile of the Respondents

It is necessary to establish the profile of the respondents on the belief that this would be significant in assessing the level of teamwork abilities of the same.

Table 2 reveals the profile of the respondents.

Table 2

Frequency, Percentage and Weighted Mean of Profile of the Respondents

Variable	Frequency	Percentage	Mean
1.1 Age			28.37 yrs.
66-70	1	1.1%	
61-65	1	1.1%	
56-60	0	0	
51-55	0	0	
46-50	3	3.3%	
41-45	4	4.4%	
36-40	6	6.7%	
31-35	13	14.4%	
26-30	12	13.3%	
21-25	50	55.7%	
1.2 Sex			
Female	68	75.56%	
Male	22	24.44%	
1.3 Civil Status			
Single	60	75.6%	
Married	29	23.3%	
Widow	1	1.11%	

1.4.Length of Service in the Institution(Years)			
41-45	1	1.1%	5.16 yrs.
36-40	0	0	
31-35	0	0	
26-30	0	0	
21-25	2	2.2%	
16-20	2	2.2%	
11-15	7	7.8%	
6-10	14	15.6%	
1-5	64	71.2%	
1.5 Highest Educational Attainment			
Ph. D. graduate	1	1.1%	
units in Ph. D.	1	1.1%	
M.A. Graduate	2	2.2%	
units in M.A.	7	7.8%	
Bachelor's Degree	79	87.8%	

The first column shows the categories on how the profiles of respondents are described. The second, third, and fourth columns show the profile of the respondents.

1.1 Age. As presented in Table 2, majority of the respondents have ages between 21 to 25 years old (55.7 %) then followed by the 31 to 35 years old group (14.4 %) and ages 26 to 30 years old (13.3 %). Evidently, most of the respondents from the eight selected private schools are relatively young adults as the first three categories 21 to 35 years comprised the majority of the respondents, a combined 83.4 %. This age range is similar to the findings of Siniscalco (2002) that revealed more than 80% of teachers are less than 40 years old in developing countries like Indonesia, Malaysia and Philippines. Most of the respondents of this study were elementary teachers i.e. (70%) of the total number.

The presence of 15 respondents belonging to the 36 to 70 years of age range supports the findings of Happock (2007) who posited that ageing does not automatically bring about physiological changes like loss of muscle and strength and slowing of reaction time. However, this negates the statement of Kotler (2006) that old teachers remain complacent and are no longer motivated to work or venture into new jobs and try new skills. On the contrary, teachers who have already gained experience have sought new ways to improve themselves whether professionally, personally, economically or otherwise. They opted to stay on the profession that offers them fulfillment and satisfaction.

With the range of ages of the respondents as shown in the table, it is confirmed that the teachers from these selected private schools in Valenzuela City are a mixture of the young, the middle-aged and the old. The younger teachers possess the energy, enthusiasm and excitement to teach, while the seasoned teachers have the wisdom, skills and balanced attitude that come with age and experience.

Psychologist Salthouse (2008) took exception to Kotler's statement as he explored the relationship between age and performance. He proposed that older people compensate for slower thinking with their accumulated experience and knowledge. Experienced people can analyze information easily. They can easily separate the "*wheat from the chaff.*"

1.2 *Sex*. As might be expected, there are more female than male teachers and school heads as can be gleaned from Table 2; sixty-eight or 75.56 % of the respondents are female while only 22 or 24.44 % are male.

This finding is supported by Yap (2008) when he reported that “only about seven percent of DepEd teachers in the Philippines are male.” One reason could be “that over the years, the teaching profession had apparently failed to attract more male teachers” in the Philippines and male teachers tend to move to another profession faster than female teachers do (Esplanada, 2009 & Yap, 2008).

As pointed out by De Jesus (2012), many studies reveal that elementary teachers are mostly female. This could be attributed to the notion that the teaching profession is a women’s domain and the low economic returns from teaching discourage men from venturing into it because in most cases, they are the breadwinners of the family. There is also that popular notion that males entering the teaching profession are more often than not effeminate but this is not scientifically proven.

These findings are supported by studies in the United States as reported in Panorama article (2006) that the teaching workforce in the United States continues to be predominantly female. The research provides moderate evidence that one reason why women teach as their calling is this: it affords them the time and opportunity to take care of their children. This means that because of family considerations, women are likely to continue teaching although there may be increased job opportunities available to them elsewhere.

1.3 *Civil Status*. Table 2 also shows that majority of the teacher respondents are single. They are young and are new graduates. It can be inferred that being unmarried affords them more time to spend with the students presumably because they have fewer responsibilities to attend to other than obligations in school.

In the same way, Nonato (2002) reported that the trend now the new millennium shows that singles are more liberal minded. They could easily be motivated and influenced to do productive activities for the institutions they are affiliated with.

1.4 *Length of Service in the Institution*. Most of the teachers, 64 or 71.2 % have teaching experience from 1 to 5 years only; 14 or 15.2 % have taught from 6 to 10 years. Seven or 7.8 % of the respondents have 11 to 15 years of teaching experience while only two or 2.2 % have 16 to 20 years of teaching experience. Two respondents (2.2 %) have 21 to 25 years of teaching experience while only one (1.1 %) has teaching experience of 41 to 45 years.

Tabulated data reveal that most of the teacher respondents are new in the service and that very few grow old in the profession. The findings could be construed to mean that 71.2 % of teacher respondents being new to the profession have less exposure to other teachers and many students. They may not be aware as yet of the most effective methods to assess their abilities to work with others in the same field. This is because new teachers are focused on their ability to teach without knowing what it means to work with other teachers in the school.

Notably, school heads with more experience in the field manifest positive attributes that could influence teachers to have similarly positive outlook towards improving teamwork abilities.

1.5 *Highest Educational Attainment.* From the same Table 2, all the teacher respondents hold a bachelor's degree is the minimum requirement for teaching (Yap, 2008). Seventy-nine or 87.8 % of the respondents completed the bachelor's degree. Only seven respondents or 7.8 % have some units leading to master's degree and this suggests an interest in taking further studies to advance their profession. Two respondents have completed the master's degree that is 2.2 % of the respondents. One of the respondents or 1.1% has taken some units toward a doctoral degree. Lastly, only one (1.1 %) has finished the doctoral degree.

Part 2. Level of Teamwork Abilities of Respondents

The following tabular presentations from Table 3 to Table 20 show the frequency distribution, weighted mean, descriptive interpretation and the level of teamwork abilities for every law of teamwork.

Table 3

Frequency Distribution, Weighted Mean, Descriptive Interpretation and the Level of Teamwork Abilities for the law of significance

Item	Frequency Distribution					Weighted Mean	Descriptive Interpretation	Level of Teamwork Ability
	5	4	3	2	1			
1. I enjoy being on a team.	55	28	6	1		4.52	Always	Very High Level
2. I see the value that different individuals bring to the team.	53	29	8			4.50	Always	Very High Level
3. Once I have a large goal in mind, I start to consider the people I will need to partner with to see that goal realized.	46	39	5			4.46	Always	Very High Level
4. When I am faced with a challenge, I ask for the advice of others.	53	27	10			4.48	Always	Very High Level
5. I consider my family a team.	71	13	6			4.72	Always	Very High Level
6. I consider those whom I work with to be members of a team, and I treat them as allies.	49	33	8			4.46	Always	Very High Level
7. I am at my best when working with others.	48	33	9			4.43	Always	Very High Level
8. I am willing to share credit or victory with others.	61	23	6			4.61	Always	Very High Level
9. I realize that there are things I cannot accomplish on my own.	42	35	11	2		4.30	Always	Very High Level
10. My dreams and goals require a team.	36	36	14	4		4.16	Oftentimes	High Level
Total Mean						4.46	Always	Very High Level

Table 3 presents the ten indicators of the *law of significance* which generally shows that the respondents can work well with others and acknowledge the need for groupmates to accomplish a goal as indicated by the weighted mean of 4.46, with a descriptive interpretation of Always, and Very High Level with respect to the level of teamwork ability. Table 3 shows the highest weighted mean of 4.72 with a descriptive interpretation of Always for indicator 5, *I consider my family a team*, with Very High Level of teamwork ability; this is expected since all members of a family agree to work together to accomplish a family project. With a weighted mean of 4.61, descriptive interpretation of Always, and Very High Level of teamwork ability in indicator 8. *I am willing to share credit or victory with others* gets the second

highest mean. The respondents always see the contribution of other members being part of the team. Indicator 1. *I enjoy being on a team* got a weighted mean of 4.52, descriptive interpretation of Always, and Very High Level of teamwork ability. The respondents always enjoy being members of a team. The respondents gave a weighted mean of 4.50, descriptive interpretation of Always, and Very High Level of teamwork ability in indicator 2. *I see the value that different individuals bring to the team*. This means that the respondents always acknowledge the different personalities within their team. Indicator 3. *When I am faced with a challenge, I ask for the advice of others* got a weighted mean of 4.48, descriptive interpretation of Always, and Very High Level of teamwork ability. They always consult other team members faced with a challenge or problem. Indicator 6. *I consider those whom I work with members of a team, and I treat them as allies* recorded a weighted mean of 4.46, descriptive interpretation of Always, and Very High Level of teamwork ability. The respondents always treat everyone in their working group as a team member who can be depended on. Indicator 3. *Once I have a large goal in mind, I start to consider the people I will need to partner with to see that goal realized* resulted to a weighted mean of 4.46, descriptive interpretation of Always, and Very High Level of teamwork ability. The respondents always think of people who could help them realize their existence as a team to accomplish a goal. indicator 7. *I am at my best when working with others* got a weighted mean of 4.43, descriptive interpretation of Always, and Very High Level of teamwork ability. This indicator affirms that the respondents are ready to cooperate and they put their best foot forward when working with others. The respondents gave a weighted mean of 4.16, descriptive interpretation of Oftentimes, and High Level of teamwork ability for indicator 10. *My dreams and goals require a team*. They openly acknowledge that their organization needs a solid team to accomplish its goal.

The above results can be explained by the observations of Sparks (2007) that most forms of professional learning occur in daily interactions among teachers in which they assist one another in improving lessons, deepening understanding of the content they teach, analyzing student work, examining various types of data on student performance, and solving the myriad of problems they face each day. Although majority of the respondents are young adults, they are already aware from their home environment that they are working in a team. They already share responsibilities, discuss problems, and share happiness in social events like birthdays.

This *law of significance* could be best interpreted from the management side that the respondents are trusted members and who are assigned certain tasks that they could perform for the students' learning. There are no small or big roles in the performance of the assigned tasks. From the teachers' side this could mean that they have a sense of belonging, have rapport with their heads, manifest trust and confidence, and develop harmonious internal relationship with their heads. They are all significant members of the school team as a whole projecting a well balanced relationship among old and new; single and married; and male and female members of the organization. This is very important in the performance of the school to deliver quality education to students.

Table 4

Frequency Distribution, Weighted Mean, Descriptive Interpretation and the Level of Teamwork Abilities for the law of the big picture

Item	Frequency Distribution					Weighted Mean	Descriptive Interpretation	Level of Teamwork Ability
	5	4	3	2	1			
1. I understand the goal of my team.	55	31	4			4.57	Always	Very High Level
2. I am willing to give up my personal rights for the greater good of the team.	24	39	23	3	1	3.91	Oftentimes	High Level
3. I know each person's role on my team and how each person contributes to the team's goal.	41	38	9	2		4.31	Always	Very High Level
4. I am realistic when sizing up how far my team is from reaching a goal.	35	47	8			4.30	Always	Very High Level
5. I am not afraid of challenge because I know I have the support of a team.	43	39	5	3		4.36	Always	Very High Level
6. I know the equipment and resources needed to accomplish a task.	39	46	5			4.38	Always	Very High Level
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7. I feel that each person on my team is important, and I express this through my interaction with my teammates and others.	62	21	7			4.61	Always	Very High Level
8. I know my purpose for being on the team.	53	28	9			4.49	Always	Very High Level
9. I am willing to take a subordinate role for the good of the team.	44	36	9	1		4.37	Always	Very High Level
10. I constantly ask myself, "What is best for the team?"	51	27	11	1		4.42	Always	Very High Level
Total Mean						4.37	Always	Very High Level

Table 4 shows the frequency distribution, weighted mean, descriptive interpretation, and the level of teamwork ability of the ten indicators under the *law of the big picture*. The ten indicators emphasize the importance of the team, the contribution from the members to achieve the goals. Indicator 1. *I understand the goal of my team* had a weighted mean of 4.57, descriptive interpretation of Always, and Very High Level of teamwork ability. The respondents know and understand the direction of their organization because the goal is clear to them. Indicator 2. *I am willing to give up my personal rights for the greater good of the team* had a weighted mean of 3.91, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 3. *I know each person's role on my team and how each person contributes to the team's goal* with weighted mean of 4.31, descriptive interpretation of Always, and Very High Level of teamwork ability; indicator 4. *I am realistic when sizing up how far my team is from reaching a goal* with weighted mean of 4.30, descriptive interpretation of Always, and Very High Level of teamwork ability; indicator 5. *I am not afraid of a challenge because I know I have the support of a team* with weighted mean of 4.36, descriptive interpretation of Always, and Very High Level of teamwork ability; indicator 6. *I know the equipment and resources needed to accomplish a task* with weighted mean of 4.38, descriptive interpretation of Always, and Very High Level of teamwork ability; indicator 7. *I feel that each person on my team is important, and I express this through my interaction with my teammates and others* with a weighted mean of 4.61, descriptive interpretation of Always and Very High Level of teamwork ability; indicator 8. *I know my purpose for being on the team* had a weighted mean of 4.49, descriptive interpretation of Always and Very High Level of teamwork

ability; indicator 9. *I am willing to take a subordinate role for the good of the team* had a weighted mean of 4.37, descriptive interpretation of Always and Very High Level of teamwork ability; and indicator 10. *I constantly ask myself, "What is best for the team?"* had a weighted mean of 4.42, descriptive interpretation of Always and Very High Level of teamwork ability.

The indicators of the *law of the big picture* have an over-all weighted mean of 4.37, descriptive interpretation of Always and Very High Level of teamwork ability. The findings evidently revealed that the majority of the respondents believed that they are in a team. The goal which is the big picture is more important than an individual's goal. This was emphasized by indicator 2 which explained that almost everyone is willing to set aside his personal goals and intentions to focus more on the goal of the whole team. This *law of the big picture* represents the totality of the organization where everyone should act as one body. If everyone is a member of the team, his ultimate goal is the victory of the team accomplishing something for the good of the organization and the student population. Aside from being self-reliant he is also a team-reliant member of the team. This means that he serves and performs according to the purpose and goal of the team. Everyone accepts the challenge no matter how hard as long as they work as a team and are supported by management. As a result, teachers have a positive work attitude and deeper work interest to effect higher morale and pride in their profession. Such pride or interest will make them efficient, reliable and competent teachers.

Table 5

Frequency Distribution, Weighted Mean, Descriptive Interpretation and the Level of Teamwork Abilities for the law of the niche

Item	Frequency Distribution					Weighted Mean	Descriptive Interpretation	Level of Teamwork Ability
	5	4	3	2	1			
1. I have a clear understanding of my organization's vision and purpose.	35	50	15			4.11	Oftentimes	High Level
2. I can easily explain my organization's unique culture.	18	39	32	1		4.22	Always	Very High Level
3. When I succeed at something, I take time to reflect on what I did right so I can learn from my accomplishments.	25	39	25	1		3.98	Oftentimes	High Level
4. I am in the place where I will add the most value to my team.	19	39	30	2		3.83	Oftentimes	High Level
5. I aggressively pursue personal growth in order to grow in my profession or area of service.	22	33	31	4		3.81	Oftentimes	High Level
6. I am accurate when determining my strengths and weaknesses, and the reactions of my peers and other leaders support my self-evaluation.	12	43	35			3.74	Oftentimes	High Level
7. I trust my current leader and his or her use of my skills on the team.	28	39	20	2	1	3.76	Oftentimes	High Level
8. I have a mentor from whom I receive guidance and feedback on a regular basis.	23	27	35	5		3.93	Oftentimes	High Level
9. My motivation for excelling in my profession or area of service goes beyond my personal gain.	23	39	27	1		4.08	Oftentimes	High Level
10. When I fail at something, I take time to reflect on and analyze my mistakes in order to learn from the experience.	31	35	24			3.82	Oftentimes	High Level
	Total Mean					3.90	Oftentimes	High Level

Table 5 provides the data on the frequency distribution, weighted mean, and descriptive interpretation of the indicators of the *law of the niche*. Indicator 2. *I can easily explain my organization's unique culture* got the highest weighted mean of 4.22, descriptive interpretation of Always, and Very High Level of teamwork ability; second is indicator 1.1 *have a clear understanding of my organization's vision and purpose* which got a weighted mean of 4.11, descriptive interpretation of Oftentimes, and High Level of teamwork ability; third is indicator 9. *My motivation for excelling in my profession or area of service goes beyond my personal gain* had a weighted mean of 4.08, descriptive interpretation of Oftentimes, and High Level of teamwork ability; next is indicator 3. *When I succeed at something, I take time to reflect on what I did right so I can learn from my accomplishment* had a weighted mean of 3.98, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 8. *I have a mentor from whom I receive guidance and feedback on a regular basis* resulted to a weighted mean of 3.93, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 4. *I am in the place where I will add the most value to my team* got a weighted mean of 3.83, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 10. *When I fail at something, I take time to reflect on and analyze my mistakes in order to learn from the experience* recorded a weighted mean of 3.82, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 5. *I aggressively pursue personal growth in order to grow in my profession or area of service* got a weighted mean of 3.81, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 7. *I trust my current leader and his or her use of my skills on the team* had a weighted mean of 3.76, descriptive interpretation of Oftentimes, and High Level of teamwork ability; and indicator 6. *I am accurate when determining my strengths and weaknesses, and the reactions of my*

peers and other leaders support my self-evaluation got the lowest weighted mean of 3.74, descriptive interpretation of Oftentimes, and High Level of teamwork ability.

Variations in the weighted mean may be due to individual differences, Newstrom & Davis (2002) explained the idea of individual differences comes originally from the impact of nature and the complexities of nurture. Individual differences mean that management can motivate employees by treating them in consideration of their individual differences.

The management is very appreciative of the team members because they are focused on the organization's culture and they easily interpret the goal and purpose of the school they are in. They are aware of their position or role in the team and they always reflect on what they do right or wrong. They trust their mentor or current leader for guidance and feedback. Notably, the impression would be that the teachers are all committed and involved in any activity within the organization. Such is a positive attribute that could influence others, even the new hires, to have positive outlook.

Table 6

Frequency Distribution, Weighted Mean, Descriptive Interpretation and the Level of Teamwork Abilities for the law of Mount Everest

Item	Frequency Distribution					Weighted Mean	Descriptive Interpretation	Level of Teamwork Ability	
	5	4	3	2	1				
1. When I set out to accomplish something great, one of my first thoughts to build a team so that my dream will be realized.	18	40	30	2		4.08	Oftentimes	High Level	
2. I evaluate the members of my team so I know what challenges we will be able to take on.	19	37	32	2		4.12	Oftentimes	High Level	
3. I am equipped for the tasks my team works on.	17	42	31			3.84	Oftentimes	High Level	
4. I focus just as much time on investing in my team as I do on reaching my goal.	16	38	33	3		3.74	Oftentimes	High Level	
5. I would understand if a member of our team was for performance-based or character-based.	16	43	28	3		3.80	Oftentimes	High Level	
6. I would not consider the team successful if we didn't achieve the goal together.	24	34	31	1		3.90	Oftentimes	High Level	
7. I am willing to invest my time in developing other people in order to realize my dream or the team's dream.	14	47	27	2		3.81	Oftentimes	High Level	
8. I have a desire to help the members of my team realize their potential, and I spend time encouraging the members of my team in their areas of strength.	22	38	28	2		3.89	Oftentimes	High Level	
9. I am open to new members being added to our team if the result will be greater success.	23	40	22	5		3.90	Oftentimes	High Level	
10. I would be willing to take on a leadership role if it would best serve the team.	22	39	26	2	1	3.88	Oftentimes	High Level	
						Total Mean	3.90	Oftentimes	High Level

Table 6 presents the ten indicators of the *law of Mount Everest* which emphasizes the importance of the size of a team to accomplish the mission of an individual or an organization. Indicator 2. *I evaluate the members of my team so I know what challenges we will be able to take on* had the highest weighted mean of 4.12, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 1. *When I set out to accomplish something great, one of my first thought to build a team so that my dream will be realized* recorded a weighted mean of 4.08, descriptive interpretation of Oftentimes, and a High Level of teamwork ability; indicator 6. *I would not consider the team successful if we didn't achieve the goal together* got a weighted mean of 3.90, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 9. *I am open to new members being added to our team if the result will be greater success* recorded a weighted mean of 3.90, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 8. *I have a desire to help the members of my team realize their potential, and I spend time encouraging the members of my team in their areas of strength* resulted to a weighted mean of 3.89, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 10. *I would be willing to take on a leadership role if it would best serve the team* had a weighted mean of 3.88, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 3. *I am equipped for the tasks my team works on* had a weighted mean of 3.84, descriptive interpretation of Oftentimes, and High Level of teamwork ability; next is indicator 7. *I am willing to invest my time in developing other people in order to realize my dream or the team's dream* had a weighted mean of 3.81, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 4. *I focus just as much time on investing in my team as I do on reaching my goal* got the lowest weighted mean of 3.74, descriptive interpretation of Oftentimes, and High Level of teamwork ability.

Avery emphasized in his book the likelihood that teams may perform to the level of their least-invested member. To energize the team, the leader should therefore have an inventory of what each member could bring or contribute to the team. Maxwell explained that the size of the team must be the size of the challenge. It follows that if the challenge has a Mt. Everest- size, there is a need for a Mt. Everest-sized team. It's better to have a great team with a weak dream than a great dream with a weak team.

The over-all weighted mean of 3.90 indicates that the teachers oftentimes think of working in a team and having members which they could rely on to accomplish great things. The ten indicators of the *law of Mount Everest* are focused on building a team depending on the challenge to accomplish big or great things. This will start with the choice of members, evaluating them and crafting a plan to develop them accordingly. They are even willing to develop the new members to their potentials with new members to achieve their goals. Members already equipped in performing within a team are very willing to accept new members for training and aligning them to the roles needed by the team. A player may accept a leadership role or a subordinate role, which means that every member of a team must be flexible. Assigned tasks no matter how big or small must be accomplished since these tasks are coupled with responsibility and accountability. Accomplishing assigned tasks is also a manifestation that the teachers love their and are willing to learn and improve their craft through the support of teammates and/or management.

Table 7

Frequency Distribution, Weighted Mean, Descriptive Interpretation and the Level of Teamwork Abilities for the law of the chain

Item	Frequency Distribution					Weighted Mean	Descriptive Interpretation	Level of Teamwork Ability	
	5	4	3	2	1				
1. When I recruit volunteers, I understand that not everyone will want to be a part of the team.	25	38	26	1		3.97	Oftentimes	High Level	
2. I can tell you who my team members believe is the weak link on our team.	6	48	31	4	1	3.60	Oftentimes	High Level	
3. I can distinguish between the people I should ask to join my team and the people I should not ask to join my team.	9	38	39	3	1	3.57	Oftentimes	High Level	
4. I don't take it personally when someone declines my offer of becoming part of a team I'm heading up.	18	34	33	5		3.72	Oftentimes	High Level	
5. A weak link will pull down the other members of the team.	15	28	32	14	1	3.47	Oftentimes	High Level	
6. As a team member, I try to help the weak link on my team.	28	37	22	2	1	3.99	Oftentimes	High Level	
7. As a leader, I understand that the weak link will affect my entire team.	23	38	26	1	2	3.88	Oftentimes	High Level	
8. When I discover a weak link, I work to train or trade him or her.	17	40	31	2		3.80	Oftentimes	High Level	
9. I can easily identify the weak members of the team.	7	31	47	5		3.44	Oftentimes	High Level	
10. When a weak link is eliminated from my team, I do not bring up that person's weaknesses or faults in future conversations with my team members.	16	38	33	3		3.74	Oftentimes	High Level	
						Total Mean	3.72	Oftentimes	High Level

Table 7 shows the results of the survey regarding the *law of the chain*: frequency distribution, weighted mean, descriptive interpretation, and the level of teamwork ability. Indicator 6. *As a team member, I try to help the weak link on my team* got the highest weighted mean of 3.99, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 1. *When I recruit volunteers, I understand that not everyone will want to be a part of the team* had a weighted mean of 3.97, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 7. *As a leader, I understand that the weak link will affect my entire team* recorded a weighted mean of 3.88, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 8. *When I discover a weak link, I work to train or trade him or her* got a weighted mean of 3.80, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 10. *When a weak link is eliminated from my team, I do not bring up that person's weaknesses or faults in future conversations with my team members* resulted to a weighted mean of 3.74, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 4. *I don't take it personally when someone declines my offer of becoming part of a team I'm heading up* had a weighted mean of 3.72, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 2. *I can tell you who my team members believe is the weak link on our team* got a weighted mean of 3.60, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 3. *I can distinguish between the people I should ask to join my team and the people I should not ask to join my team* with a weighted mean of 3.57, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 5. *A weak link will pull down the other members of the team* got a weighted

mean of 3.47, descriptive interpretation of Oftentimes, and High Level of teamwork ability; while the last and the least indicator *I can easily identify weak members of the team* was rated with a weighted mean of 3.44, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The general average got a weighted mean of 3.72, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 9 expressed that the respondents can determine the weak link oftentimes. But this would require longer time for detection if one is not a strong team player. Anyway, a weak link cannot hide. He is the one who is not performing up to the level of everyone else. Indicator 6 conveyed the message that a team member should help the weak link in the team to make the team successful. Maxwell (2003) explained that: "When you're carrying someone else's load in addition to your own, it compromises your performance. Do this for a long time, and the whole team suffers. A weak link always eventually robs the team of momentum- and potential. Any time the leader allows a weak link to remain a part of the team, the team members are forced to compensate for the weak person."

It would be very fortunate if everybody had the opportunity to choose the would-be members of a team. But often the administration solely decides on the grouping of teachers. There is not much time to complain but to proceed to the work being imposed on the group to finish it on schedule. Thus, everybody must be flexible enough to take on the roles that would be assigned.

Definitely, it is difficult to determine the weakest link or weakest member in a school where some of the teachers are new entrants or newly hired. There will always be a need to undergo seminars, trainings and getting to know you session to determine the weakest member of the organization. But there will always be a place for everyone to fit into the organization. The management and senior staff will always help a weak member improve on her weaknesses. If despite this assistance, the weak link is eliminated from the team, members should not take this against the member but has to be generous to help her find her rightful place in the organization.

Table 8

Frequency Distribution, Weighted Mean, Descriptive Interpretation and the Level of Teamwork Abilities for the law of the catalyst

Item	Frequency Distribution					Weighted Mean	Descriptive Interpretation	Level of Teamwork Ability
	5	4	3	2	1			
1. I can recognize the times when I need to be thrown the ball.	11	41	33	5		3.64	Oftentimes	High Level
2. I know how I can best help the team.	17	42	31			3.84	Oftentimes	High Level
3. I am intuitive in my profession or area of service and can sense things that others don't sense.	19	34	35	2		3.78	Oftentimes	High Level

4. I communicate direction and encouragement to the members of my team.	19	53	18		4.01	Oftentimes	High Level
5. I am passionate about what I do, and I want to share that excitement with the members of my team.	23	48	18	1	4.03	Oftentimes	High Level
6. I know what it will take to win, and I am prepared to perform at that level.	16	39	33	2	3.77	Oftentimes	High Level
7. People tell me that I make things happen in ways others can't.	10	41	33	6	3.61	Oftentimes	High Level
8. Once I have an idea, I take the necessary steps to put that idea in motion.	20	34	34	2	3.80	Oftentimes	High Level
9. I take responsibility for my actions and know that "if it's to be, it's up to me."	23	41	25	1	3.96	Oftentimes	High Level
10. I have influence beyond my stated position.	21	35	34		3.86	Oftentimes	High Level
					Total Mean	3.83	Oftentimes High Level

Table 8 presents the indicators of the *law of the catalyst* with their frequency distribution, weighted mean, descriptive interpretation, and level of teamwork ability. The indicators are reflective on team members with a high sense of helping other members perform with direction, excitement, passion, and responsibility. Indicator 5. *I am passionate about what I do, and I want to share that excitement with the members of my team* recorded a weighted mean of 4.03, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 4. *I communicate direction and encouragement to the members of my team* had a weighted mean of 4.01, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 9. *I take responsibility for my actions and know that "if it's to be, it's up to me"* got a weighted mean of 3.96, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 10. *I have influence beyond my stated position* with a weighted mean of 3.86, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 2. *I know how I can best help the team* got a weighed mean of 3.84, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 8. *Once I have an idea, I take the necessary steps to put that idea in motion* resulted to a weighted mean of 3.80, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 3. *I am intuitive in my profession or area of service and can sense things that others don't sense* got a weighted mean of 3.78, descriptive interpretation of Oftentimes, and High Level of teamwork ability; indicator 6. *I know what it will take tow in, and I am prepared to perform at that level* recorded a weighted mean of 3.77, descriptive interpretation of Oftentimes, and a High Level of teamwork ability; indicator 1. *I can recognize the times when I need to be thrown the ball* with a weighted mean of 3.64, descriptive interpretation of Oftentimes, and High Level of teamwork ability; and the least indicator with respect to the weighted mean of 3.61, descriptive interpretation of Oftentimes, and High Level of teamwork ability is indicator 7. *People tell me that I make things happen in ways others can't.*

Team Wisdom quotation of Leavitt (1999), "These teams are passionate about their work. In fact, the people on these kinds of teams don't view their work as 'work.'

They view it as fun. They are addicted to it. They don't think about anything else. They want to talk about it, think about it, and do it all day long - and they want to be around people who feel the same way."

A Team Wisdom quotation of Nef (1999), “What was clear with everyone we sat down with, was that they were passionate about what they were doing. They loved to talk about it.

Also, the job today is so enormously demanding that you have to have a high energy level....When the passion gives way, that’s when you know it’s time for that person to move on.”

The above quotations succinctly state that people who have passion are more focused to do good to the team and share this passion and energy with others.

From Table 8, indicators 4 and 5 which recorded a high weighted mean of 4.01 and 4.03 respectively, showed that majority of the respondents cared for one another in executing their tasks as a team. In Henderson’s research, he mentioned that given how much time employees spend in one another’s presence, the development of good relationships in the workplace can increase employee morale. Co-workers become friendly and look forward to spending time with one another while they do their jobs. This may also make work more fun for these employees with the end result of a more positive atmosphere.

Table 9

Frequency Distribution, Weighted Mean, Descriptive Interpretation and the Level of Teamwork Abilities for the law of the compass

Item	Frequency Distribution					Weighted Mean	Verbal Interpretation	Level of Teamwork Ability
	5	4	3	2	1			
1. I follow the guidelines made by the leaders of my organization.	34	47	9			3.86	Oftentimes	High Level
2. My actions are reflective of my own moral integrity.	33	40	15	2		4.28	Always	Very High Level
3. I have a passion for the work I do.	35	44	10	1		4.16	Oftentimes	High Level
4. I am knowledgeable about the history of my organization and who the key players are.	15	52	22	1		4.26	Always	Very High Level
5. My goals for my team build upon our past experiences.	25	38	25	2		3.90	Oftentimes	High Level
6. I have a sense of purpose, which aligns with the work I do and the goals I set.	26	39	25			3.96	Oftentimes	High Level
7. Once I set a goal, I take time to develop a strategy for reaching it.	26	39	22	3		4.01	Oftentimes	High Level
8. I can look beyond our current circumstances to see the ultimate potential of our team.	20	39	29	2		3.98	Oftentimes	High Level
9. I do not get frustrated with setbacks, I keep moving forward.	18	39	31	2		3.86	Oftentimes	High Level
10. I have written down my vision for my team.	12	47	28	3		3.76	Oftentimes	High Level
	Total Mean					4.00	Oftentimes	High Level

Table 9 presents the frequency distribution, weighted mean, descriptive interpretation and the level of teamwork ability for the ten indicators of the *law of the compass*. The 10 indicators are direction-setting which start with the guidelines set by the organizers, knowing the organizers, and the goals and vision aligned with those of the respondents. In indicator 2, *My actions are reflective of my own moral integrity* had the highest weighted mean of 4.28, descriptive interpretation of Always, and Very High level of teamwork ability. The respondents have moral integrity as may be inferred from stated results.

This integrity helps all the people on the team check their motives and make sure they are working for the right reasons. Next in rank is indicator 4. *I am knowledgeable about the history of my organization and who the key players are* got a weighted mean of 4.26, descriptive interpretation of Always, and Very High Level of teamwork ability. Indicator 3, *I have a passion for the work I do* had a weighted mean of 4.16, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The respondents ranked this indicator third in importance. They are all committed to the organization and to their teaching profession. Indicator 7, *Once I set a goal, I take time to develop a strategy for reaching it* recorded a weighted mean of 4.01, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 8, *I can look beyond our current circumstances to see the ultimate potential of our team* resulted to a weighted mean of 3.98, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 6, *I have a sense of purpose, which aligns with the work I do and the goals I set* had a weighted mean of 3.96, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 5, *My goals for my team build upon our past experiences* got a weighted mean of 3.90, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 1, *I follow the guidelines made by the leaders of my organization* and indicator 9, *I do not get frustrated with setbacks, I keep moving forward* both recorded a weighted mean of 3.86, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The lowest weighted mean of 3.76, descriptive interpretation of Oftentimes, and High Level of teamwork ability went to indicator 10, *I have written down my vision for my team*.

Kouzes and Posner (1987) explained that “visions spring forth from our intuition. If necessity is the mother of invention, intuition is the mother of vision. Experience feeds our intuition and enhances our sight.” A vision resonates deep within the leader of the team. Then it must resonate within the team members who will be asked to work hard to bring it to fruition. The words of King Solomon of ancient Israel, reputed to be the wisest man who ever lived, are true: “Where there is no vision, the people perish.” Vision gives team members direction and confidence – two things they cannot do without.

Table 10

Frequency Distribution, Weighted Mean, Descriptive Interpretation and the Level of Teamwork Abilities for the law of the bad apple

Item	Frequency Distribution					Weighted Mean	Descriptive Interpretation	Level of Teamwork Ability
	5	4	3	2	1			
1. I am aware that my attitude is my choice.	32	37	20	1		4.11	Oftentimes	High Level
2. People make comments about my positive attitude.	14	47	28	1		3.82	Oftentimes	High Level
3. When I have made an error, I promptly admit my mistake.	24	47	17	2		4.03	Oftentimes	High Level
4. When offered a sincere apology, I will fully forgive the other person and will not hold a grudge.	22	44	24			3.98	Oftentimes	High Level
5. I'm not perfect, so I don't expect other people to be perfect.	28	50	11	1		4.17	Oftentimes	High Level
6. I treat everyone kindly but differently, according to their personalities and interests. This allows my interaction to be personal.	21	55	13	1		4.07	Oftentimes	High Level
7. I don't expect life to be fair.	19	43	27	1		3.99	Oftentimes	High Level
8. My actions reflect the Law of Significance instead of my own self-importance.	18	45	26	1		3.89	Oftentimes	High Level
<hr/>								
9. It makes me feel good to share the credit with my team members and know that we've accomplished something together.	17	51	22			3.94	Oftentimes	High Level
10. I try to associate with people who have positive attitudes and who will help to keep my attitude in check.	23	42	25			3.98	Oftentimes	High Level
Total Mean						4.00	Oftentimes	High Level

Table 10 shows the indicators of the *law of the bad apple* with the resulting frequency distribution, weighted mean, descriptive interpretation and the level of teamwork ability. The respondents rated these indicators generally at a weighted mean of 4.00, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The indicators emphasize the positive attitudes that every member of a team should have. Starting with indicator 5. *I'm not perfect, so I don't expect other people to be perfect*, the respondents gave it the highest weighted mean of 4.17, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 1. *I am aware that my attitude is my choice* ranked second with a weighted mean of 4.11, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 6. *I treat everyone kindly but differently, according to their personalities and interests. This allows my interaction to be personal* had a weighted mean of 4.07, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 3. *When I have made an error, I promptly admit my mistake* which ranked fourth at a weighted mean of 4.03, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 7. *I don't expect life to be fair*, the respondents ranked it fifth with a weighted mean of 3.99, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 4. *When offered a sincere apology, I will fully forgive the other person and will not hold a grudge* showed a weighted mean of 3.98, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 10. *I try to associate with people who have positive attitudes*

and who will help to keep my attitude in check got the same weighted mean of 3.98 as indicator 4, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 9. *It makes me feel good to share the credit with my team members and know that we've accomplished something together* got a weighted mean of 3.94, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 8. *My actions reflect the law of significance instead of my own self-importance* recorded a weighted mean of 3.89, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 2. *People make comments about my positive attitude* ranked last at a weighted mean of 3.82, descriptive interpretation of Oftentimes, and High Level of teamwork ability.

All indicators affirm that generally, the respondents have no conflicting attitudes. They could work well because they are open to comments, to check on themselves if they commit mistakes or errors. They trust each other and do not work with tension and anxiety. They oftentimes think positively which is shown by indicator 2. This finding is somewhat related to the findings of Raza in 2010 which states that openness of interaction between leaders and their employees build an honest line of communications, one that is built on trust over time. If the members keep their opinion to themselves and share no feedback with colleagues, they will end up hardly trusting one another.

Public image of the respondents having positive attitudes could definitely gain and retain patronage for the school. This is because they show honest concern for the other members of the team. Because they deal with others sincerely they admit they make errors or commit mistakes and they accept that they are not perfect individuals. They easily could acknowledge imperfections and apologize if necessary. These positive attitudes are very important to sustain harmonious relationship amongst team members.

Table 11

Frequency Distribution, Weighted Mean, Descriptive Interpretation and the Level of Teamwork Abilities for the law of countability

Item	Frequency Distribution					Weighted Mean	Descriptive Interpretation	Level of Teamwork Ability	
	5	4	3	2	1				
1. I keep my word. When I say I'll do something, I do it.	21	45	24			3.96	Oftentimes	High Level	
2. I care about the members of my team without expectations. My words and actions do not have ulterior motives.	18	43	28	1		3.87	Oftentimes	High Level	
3. I perform my job to the best of my ability.	26	48	15	1		4.09	Oftentimes	High Level	
4. I have a whatever-it-takes attitude, and will not give up when things get hard.	24	40	23	3		3.93	Oftentimes	High Level	
5. People know what to expect from me because my work is consistent.	19	35	35	1		3.80	Oftentimes	High Level	
6. I have pride in the ability of my group, and confidence that together we can achieve great things.	18	43	27	2		3.86	Oftentimes	High Level	
7. I do not lie or mislead the members of my team, even if the truth might be unflattering to me.	14	50	22	3		3.81	Oftentimes	High Level	
8. I trust my teammates and don't try to do everything myself.	20	43	24	2	1	3.88	Oftentimes	High Level	
9. I am self-motivated and productive.	18	46	25	1		3.90	Oftentimes	High Level	
10. When someone on my team breaks trust with one or with the entire group, I talk to that person one-on-one and try to improve the situation.	17	41	24	4	1	3.77	Oftentimes	High Level	
						Total Mean	3.90	Oftentimes	High Level

The frequency distribution, weighted mean, descriptive interpretation and the level of teamwork ability for the *law of countability* are shown in Table 11. In this table, the indicators described the respondents as being dependable with respect to the work in the school and determined that everything can be done by themselves. Over-all weighted mean for this particular *law of countability* was 3.90, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 3. *I perform my job to the best of my ability* got the highest weighted mean of 4.09, descriptive interpretation of Oftentimes, and the level of teamwork ability of High. Everybody feels that he performs at his very best every time there is work to do in the organization. One way to be countable is to do work to the best of his ability. Indicator 1. *I keep my word. When I say I'll do something, I do it* got a weighted mean of 3.96, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 4. *I have a whatever-it-takes attitude, and will not give up when things get hard* was rated by respondents with a weighted mean of 3.93, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 9. *I am self-motivated and productive* recorded a weighted mean of 3.90, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 8. *I trust my teammates and don't try to do everything myself* was rated at weighted mean of 3.88, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 2. *I care about the members of my team without expectations. My words and actions do not have ulterior motives* showed a weighted mean of 3.87, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 6. *I have pride in the ability of my group, and confidence that together we can achieve great things* got a weighted mean of 3.86, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 7. *I do not lie or mislead the members of my team, even if the truth might be unflattering to me* recorded a low of 3.81 as the weighted mean, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 10. *When someone on my team breaks trust with one or with the entire group, I talk to that person one-on-one and try to improve the situation* got the lowest weighted mean of 3.77, descriptive interpretation of Oftentimes, and High Level of teamwork ability. This indicator means that the respondents try to iron

out things with members who might not contribute to the cause of the team. Avery emphasized in his book, "When someone leaves you holding the bag, make sure to discuss the causes and effects of the falling out." This will entail a heartfelt dialogue to explore and reveal the real interests of the person falling out. Indicators 2, 6, 7, 8, and 10 signified that the respondents have trust and care with each other in their organization. They would not let anybody break away from their team. They would always think of their performance as a team. It appeared that oftentimes their individual goals as members of the team also align well with what the team as a whole wants to achieve.

All the indicators of the *law of countability* spell out the reliability and dependability from the members of the team. All work towards a common goal. Their words and actions are all aligned to the targeted best performance of the team. They would never allow a member to spoil their performances because in the first place they would try their best to improve their relationship. From the good results of this *law of countability*, it can be inferred that established rapport and harmonious relationship among teachers could result to a professional pride reign in the organization so that animosity would have no place in it (Petilla, 2003).

Table 12

Frequency Distribution, Weighted Mean, Descriptive Interpretation and the Level of Teamwork Abilities for the law of the price tag

Item	Frequency Distribution					Weighted Mean	Descriptive Interpretation	Level of Teamwork Ability	
	5	4	3	2	1				
1. I have sacrificed for my team by working overtime.	20	46	22	2		3.93	Oftentimes	High Level	
2. I have invested my own money in resources that will improve my skills.	22	37	26	3	2	3.82	Oftentimes	High Level	
3. I am committed to a lifetime of personal growth.	26	41	23			4.03	Oftentimes	High Level	
4. I am immune to destination disease.	12	39	36	1	2	3.64	Oftentimes	High Level	
5. More is expected from me as I become more successful.	17	39	31	3		3.78	Oftentimes	High Level	
6. I expect to pay more as I become more successful.	17	30	37	3	3	3.61	Oftentimes	High Level	
7. I have placed the team's agenda ahead of my own.	15	37	32	6		3.68	Oftentimes	High Level	
8. I read books and take classes to improve my skills.	20	38	26	6		3.80	Oftentimes	High Level	
9. I am aware that if I don't reach my potential, my team will never reach its potential while I am a member of that team.	14	40	30	6		3.69	Oftentimes	High Level	
10. I expect my sacrifices to pay off.	13	39	26	8	4	3.54	Oftentimes	High Level	
						Total Mean	3.75	Oftentimes	High Level

Table 12 is about the frequency distribution, weighted mean, descriptive interpretation, and the level of teamwork ability for the *law of the price tag*. These indicators emphasize the sacrifices a team member makes to attain a lifetime growth using financial resources and time to study further for the growth of the team or the organization as a whole. All indicators recorded an over-all weighted mean of 3.75, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 3. *I am committed to a lifetime of personal growth* registered the highest weighted mean of 4.03, Oftentimes as

the descriptive interpretation, and High as the level of teamwork ability. This indicator suggests that the respondents will never stop learning the ropes to achieve the team’s purpose to succeed. As leadership expert Max DePree (2002) puts it: “We cannot become what we need to be by remaining what we are.”

Indicator 1. *I have sacrificed for my team by working overtime* was rated with a weighted mean of 3.93, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 2. *I have invested my own money in resources that will improve my skills* recorded a weighted mean of 3.82, Oftentimes as its descriptive interpretation, and the level of teamwork ability is High. Indicator 8. *I read books and take classes to improve my skills* got a weighted mean of 3.80, descriptive interpretation of Oftentimes, and High Level of teamwork ability. These indicators 2 and 8 tend to show that the respondents are continuously enhancing their knowledge and skills. Indicator 5. *More is expected from me as I become more successful* resulted to a weighted mean of 3.78, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 9. *I am aware that if I don’t reach my potential, my team will never reach its potential while I am a member of that team* got a weighted mean of 3.69, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 7. *I have placed the team’s agenda ahead of my own* had a weighted mean of 3.68, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 4. *I am immune to destination disease* had a weighted mean of 3.64, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 6. *I expect to pay more as I become more successful* got a weighted mean of 3.61, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 10. *I expect my sacrifices to pay off* registered a weighted mean of 3.54, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Although indicator 10 got the lowest weighted mean, this revealed that the respondents still take the time to invest in continuing education because it would pay off in the long run.

Table 13

Frequency Distribution, Weighted Mean, Descriptive Interpretation and the Level of Teamwork Abilities for the law of the scoreboard

Item	Frequency Distribution					Weighted Mean	Descriptive Interpretation	Level of Teamwork Ability
	5	4	3	2	1			
1. I can name at least three “scoreboards”- such as a budget, growth plan, or checklist- to gauge my progress.	14	34	29	9		3.62	Oftentimes	High Level
2. I write out my goals and the major steps that I will need to take to reach those goals.	16	43	28	3		3.80	Oftentimes	High Level
3. I encourage honest input from those closest to me so I can better evaluate myself.	23	44	19	3	1	3.94	Oftentimes	High Level

3. I encourage honest input from those closest to me so I can better evaluate myself.	23	44	19	1		3.94	Oftentimes	High Level	
4. I will change my habit in order to grow.	19	40	30	1	3	3.62	Oftentimes	High Level	
5. After I've completed a task, I take time to evaluate my performance. I note the things I did well and the things I can do better in the future.	21	42	24	24	3	3.90	Oftentimes	High Level	
6. I make my decisions after I've evaluated the situations.	19	44	25	2		3.89	Oftentimes	High Level	
7. I have at least one person on whom I depend to hold me accountable for growth. I meet with this person and discuss my personal growth at least once a month.	22	36	25	6	1	3.80	Oftentimes	High Level	
8. I measure my progress using a "scoreboard" on a daily or weekly basis.	8	33	34	12	3	3.34	Sometimes	Moderate Level	
9. I am competitive on a healthy level.	12	44	26	7	1	3.66	Oftentimes	High Level	
10. I feel a sense of satisfaction when I reach a goal or check off a task on my to-do list.	29	38	22	1		4.04	Oftentimes	High Level	
						Total Mean	3.79	Oftentimes	High Level

Table 13 presents the frequency distribution, weighted mean, descriptive interpretation and the level of teamwork ability for the ten indicators of the *law of the scoreboard*. This table affirms that the respondents view themselves as persons who gauge, measure and evaluate their progress, growth and achievement by listing down the goals and the steps to reach these goals. The indicators got an over-all weighted mean of 3.79, descriptive interpretation of Oftentimes, and High Level of teamwork ability.

Table 13 shows that *indicator10. I feel a sense of satisfaction when I reach a goal or check off a task on my to-do list* got the highest weighted mean of 4.04, descriptive interpretation of Oftentimes, and the level of teamwork ability as High. The respondents prepare the to-do-lists to monitor their achievement. This is the scoreboard that they use to assess their performances. *Indicator 3. I encourage honest input from those closest to me so I can better evaluate myself* showed a weighted mean of 3.94, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The respondents value honesty to help colleagues evaluate themselves. *Indicator 5. After I've completed a task, I take time to evaluate my performance. I note the things I did well and the things I can do better in the future* recorded a weighted mean of 3.90, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The respondents are aware of the things they did and can even do better the next time. *Indicator 6. I make my decisions after I've evaluated the situations* got a weighted mean of 3.89, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The respondents are very careful in making decisions. *Indicator 4. I will change my habit in order to grow* showed a weighted mean of 3.86, descriptive interpretation of Oftentimes, and High Level of teamwork ability. *Indicator 2. I write out my goals and the major steps that I will need to take to reach those goals* resulted to a weighted mean of 3.80, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The scoreboard of the respondents is the individual goal aligned with the goal of the organization. *Indicator 9. I am competitive on a healthy level* got a weighted mean of 3.66, with descriptive interpretation of Oftentimes, and High Level of teamwork ability. *Indicator 1. I can name at least three "scoreboards"-such as a budget, growth plan, or checklist- to gauge my progress* was rated by the respondents with a weighted mean of 3.62, descriptive interpretation of Oftentimes, and High Level of teamwork ability.

Indicator 8. *I measure my progress using a “scoreboard” on a daily or weekly basis* had the lowest weighted mean of 3.34, descriptive interpretation of Sometimes, and the level of teamwork ability as Moderate. The time element “daily or weekly” seem to be taxing especially for new teachers who concentrate on teaching. It will be very hard for the respondents to keep track of their performance on a daily or weekly time frame. The assessment or the evaluation will not be conclusive for a short period of time. As advised by Avery: “a team should reorient on a monthly basis to revalidate, revisit, set aggressive goals and learn more about the wide range of resources that each member could bring to the team.”

Table 14

Frequency Distribution, Weighted Mean, Descriptive Interpretation and the Level of Teamwork Abilities for the law of the bench

Item	Frequency Distribution					Weighted Mean	Descriptive Interpretation	Level of Teamwork Ability	
	5	4	3	2	1				
1. I treat the members of my team with respect regardless of their roles.	30	46	14			4.18	Oftentimes	High Level	
2. I look for the potential in those I work with so I can help to develop their gifts.	22	46	21	1		3.99	Oftentimes	High Level	
3. I am in a role that helps others utilize their talents, gifts and experience.	17	45	28			3.88	Oftentimes	High Level	
4. My leader is able to work on larger tasks because he knows he can count on me to do my part.	19	43	26	2		3.88	Oftentimes	High Level	
5. My achievements help the whole team and reflect well on my leader.	16	47	27			3.88	Oftentimes	High Level	
6. I focus on my energy on complementing rather than competing with my team members.	21	48	20	1		3.99	Oftentimes	High Level	
7. The members of my team consider me to be a valuable team member.	18	37	34	1		3.80	Oftentimes	High Level	
8. I keep up-to-date about the major events and projects that my organization takes on.	14	47	28	1		3.82	Oftentimes	High Level	
9. If called upon, I could fill a more demanding role.	14	38	34	3	1	3.68	Oftentimes	High Level	
10. I take responsibility for my own personal growth.	25	44	15	5	1	3.97	Oftentimes	High Level	
						Total Mean	3.91	Oftentimes	High Level

Table 14 outlines the answers of respondents regarding the indicators for the *law of the bench* with the average weighted mean of 3.91, descriptive interpretation of Oftentimes, and High Level of teamwork ability. These indicators are focused on the respondents’ ability to contribute to the organization.

Indicator 1. *I treat the members of my team with respect regardless of their roles* recorded a high of 4.18 weighted mean, Oftentimes as descriptive interpretation, and High for the level of teamwork ability. In an organization, there are different roles that members might play and be fit for. Respondents expressed their belief that respect begets respect. Indicator 2. *I look for the potential in those I work with so I can help to develop their gifts* was rated by the respondents with a weighted mean of 3.99, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 6. *I focus on my energy on complementing rather than competing with my team member* showed a weighted mean of

3.99, descriptive interpretation of High Level of teamwork ability. These indicators 2 and 9 got the same rates from the respondents who oftentimes think of helping others develop their potentials and then complement rather than compete. Indicator 9. *If called upon, I could fill a more demanding role* had a weighted mean of 3.68, descriptive interpretation of Oftentimes, and the level of teamwork ability of High. This indicator can be further explained by the words of Kocurek, Co-Founder of Radian International in one of their teleconferences, "I love my job...everyone who sits around our table would do anything possible to help me with my problem I have. If something should happen to you, any one of us could fill in, and that person would be successful because we would all work to ensure that he or she was." This means that everyone should be ready to take on a more challenging role in a team. Although this indicator got the lowest weighted mean, still respondents will be ready to accept a demanding role if called upon.

The teachers keep the collaborative relationship by understanding not only "what to do in their job, but also why such is being done in relation to other tasks assigned to their group and the school as a whole.

Table 15

Frequency Distribution, Weighted Mean, Descriptive Interpretation and the Level of Teamwork Abilities for the law of identity

Item	Frequency Distribution					Weighted Mean	Descriptive Interpretation	Level of Teamwork Ability	
	5	4	3	2	1				
1. I have personal values that I live by.	30	44	14	2		4.13	Oftentimes	High Level	
2. My personal values coincide with my team's values.	15	45	29	1		3.82	Oftentimes	High Level	
3. I know my team's values.	16	52	21	1		3.91	Oftentimes	High Level	
4. I agree with my team's values.	16	44	25	5		3.79	Oftentimes	High Level	
5. I keep my team's values in mind when making decisions that will affect or reflect on the team.	22	55	12	1		4.09	Oftentimes	High Level	
6. I know what the leaders of my team expect of me.	14	53	22	1		3.89	Oftentimes	High Level	
7. When I describe my organization to an outsider I include our values in my description.	19	46	24	1		3.92	Oftentimes	High Level	
8. I communicate the values of our organization with new members on my team.	19	45	24	2		3.90	Oftentimes	High Level	
9. I recommend other people on the team for practicing our values.	21	45	23	1		3.96	Oftentimes	High Level	
10. I make living my values and the values of the team a priority and I take time to compare my actions with those values to make sure I'm staying on track.	16	53	21			3.94	Oftentimes	High Level	
						Total Mean	3.94	Oftentimes	High Level

Table 15 deals with the ten indicators for the *law of identity*. The ten indicators were very particular about living personal values and the values of the team. The over-all weighted mean was 3.94, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 1. *I have personal values that I live by* showed the highest weighted mean of 4.13, descriptive interpretation of Oftentimes, and the level of teamwork ability as High. This indicator impressed in the respondents the importance of living their personal values, which guide and influence their behavior. Indicator 5. *I keep my team's values in mind when making decisions that will affect or reflect on the team* got the second highest weighted mean of 4.09, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The respondents consider the values of the team or organization they are in as second priority in making

decisions. Their personal values should be aligned with their organization's values. Indicator 9. *I recommend other people on the team for practicing our values* recorded a weighted mean of 3.96, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Here, the respondents practice their belief in the values of their team or organization. Indicator 10. *I make living my values and the values of the team a priority and I take time to compare my actions with those values to make sure I'm staying on track* got a weighted mean of 3.94, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The respondents are oftentimes doing things according to their own personal values seeing to it that these actions are in line with the values of the team. Indicator 7. *When I describe my organization to an outsider I include our values in my description* resulted to weighted mean of 3.92, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Maxwell stated in his book that shared values are like a magnet wherein a team's values attract people with like values to the team. Indicator 3. *I know my team's values* recorded a weighted mean of 3.91, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Although the respondents ranked this indicator as sixth, they are still consistent with embracing their team's values. Indicator 8. *I communicate the values of our organization with new members on my team* was rated with a weighted mean of 3.90, descriptive interpretation of Oftentimes, and High Level of teamwork ability. This indicator affirms that the respondents will work towards a stable and strong team where every member will uphold the team's values. Indicator 6. *I know what the leaders of my team expect of me* registered a weighted mean of 3.89, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Since the respondents oftentimes live their personal values aligned with their team's values, they are expected to always working towards right directions and make right decisions. Indicator 2. *My personal values coincide with my team's values* got a weighted mean of 3.82, descriptive interpretation of Oftentimes, and High Level of teamwork ability. This indicator was rated as second to the lowest, after the respondents probably realized that everything they do is aligned with their team's values. Indicator 4. *I agree with my team's values* had the lowest weighted mean of 3.79, descriptive interpretation of Oftentimes, and High Level of teamwork ability. As posited by Maxwell, "shared values are like an identity. Values define the team and give it a unique identity-to team members, potential recruits, clients, and the public. What you believe identifies who you are."

The law of identity magnifies the beliefs, norms, tradition and the culture of an organization. No matter how small or big an organization is, there will be a single line of communication from the management to the teachers or employees. This means that everybody follows the goals, vision, and mission of the school. Everyone speaks only of the culture of the school. This is identity in action.

Table 16

Frequency Distribution, Weighted Mean, Descriptive Interpretation and the Level of Teamwork Abilities for the law of communication

Item	Frequency Distribution					Weighted Mean	Descriptive Interpretation	Level of Teamwork Ability	
	5	4	3	2	1				
1. What I say is consistent with what I do.	23	42	22	3		3.94	Oftentimes	High Level	
2. When I give directions or instructions to others there is rarely confusion or misunderstanding as a result.	10	46	29	2	3	3.64	Oftentimes	High Level	
3. I enjoy connecting with teammates, and communication flows freely.	23	48	19			4.04	Oftentimes	High Level	
<i>Continuation Table 16...</i>									
4. I let my leader know about the challenges my team is facing.	21	39	28	2		3.88	Oftentimes	High Level	
5. When working on a project, I speak up if I see something isn't going to work and suggest an alternative.	18	46	23	3		3.88	Oftentimes	High Level	
6. I show my team leader respect and avoid publicly criticizing him.	26	42	20	2		4.02	Oftentimes	High Level	
7. Once a problem has been faced, talked about, and resolved, I do not bring it up again.	21	35	31	3		3.82	Oftentimes	High Level	
8. I am receptive to the needs of our clients. I want to know how we can improve our service.	21	53	14	2		4.03	Oftentimes	High Level	
9. I respond to client concerns quickly and give an honest and accurate response.	19	51	18	2		3.97	Oftentimes	High Level	
10. I am loyal to my team even in the face of opposition or criticism.	22	44	23	1		3.97	Oftentimes	High Level	
						Total Mean	3.92	Oftentimes	High Level

The weighted mean, descriptive interpretation, and the level of teamwork ability for the ten indicators of the *law of communication* are presented in Table 16. Of these ten, indicator 3. *I enjoy connecting with teammates, and communication flows freely* got the highest weighted mean of 4.04, descriptive interpretation of Oftentimes, and the level of teamwork ability of High. Wellins (1993) stated that, "Communication refers to the style and extent of interactions both among members and those outside the team. It also refers to the way members handle conflict, decision making, and day-to-day interactions." Indicator 8. *I am receptive to the needs of our clients. I want to know how we can improve our service* recorded a weighted mean of 4.03, descriptive interpretation of Oftentimes, and High Level of teamwork ability. This indicator emphasizes that respondents must be sensitive to the needs of students to serve them better. Therefore the respondents communicate well with the students. Indicator 6. *I show my team leader respect and avoid publicly criticizing him* had a weighted mean of 4.02, descriptive interpretation of Oftentimes, and High Level of teamwork ability. One area where good communication in school can be developed is communication from the team member to the team leader. The team leader deserves respect owing to his position and in consideration of the hard work and sacrifices he makes to lead his team. The respondents manifest due respect to the team leader based on the results of indicator 6. Indicator 9. *I respond to client concerns quickly and give an honest and accurate response* got a weighted mean of 3.97, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Fully utilizing the teamwork skills developed in them, and the open lines of communication, they can give honest and accurate reactions to clients' concerns. Indicator 10. *I am loyal to my team even in the face of opposition or criticism* resulted to a weighted mean of 3.97, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Team members experience conflicts

and good teams experience conflicts. Conflicts and criticisms are articulated in healthy discussions because team members have open communications. They can voice out their arguments positively or negatively. But these are part of calm and well-meaning discussions and deliberation in pursuit of a common goal. Indicator 1. *What I say is consistent with what I do* got a weighted mean of 3.94, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The respondents affirm the standard of communication which is consistency and signal that members in the team are united.

Indicator 4. *I let my leader know about the challenges my team is facing* resulted to a weighted mean of 3.88, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The respondents believe that through open and honest communication with the leader, the team can reach better decisions. Indicator 5. *When working on a project, I speak up if I see something isn't going to work and suggest an alternative* had a weighted mean of 3.88, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicators 4 and 5 affirm that the respondents oftentimes practice open communication built with their teammates and leader built on mutual trust. They are always after the achievement of their goals. For indicator 7. *Once a problem has been faced, talked about, and resolved, I do not bring it up again*, the respondents rated it at a weighted mean of 3.82, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The respondents practice this indicator so this means that after a thorough discussion of the problem and solutions they keep quiet about the process they had been through. In indicator 2. *When I give directions or instructions to others there is rarely confusion or misunderstanding as a result* got the lowest weighted mean of 3.64, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The results of indicator 2 show that the respondents oftentimes communicate the instructions or directions to others concisely and clearly.

This study will instill in the members of the team that communication is not limited to communication from leader to teammates. It should also develop communication from teammates to leader; and communication among teammates. In this way, confusion and misunderstanding will be prevented by being consistent, clear, straightforward, and courteous.

Table 17

Frequency Distribution, Weighted Mean, Descriptive Interpretation and the Level of Teamwork Abilities for the law of the edge

Item	Frequency Distribution					Weighted Mean	Descriptive Interpretation	Level of Teamwork Ability
	5	4	3	2	1			
1. I take complete ownership of my responsibilities.	26	46	17	1		4.08	Oftentimes	High Level
2. I do my job to the best of my ability so my leader will be able to focus more on the larger challenges our team faces.	22	49	18	1		4.02	Oftentimes	High Level
3. When my leader suggests a book or resource to me, I usually invest in it.	13	36	40	1		3.68	Oftentimes	High Level
4. I continually learn from other leaders.	19	45	23	2		3.91	Oftentimes	High Level
5. I believe that everyone is important, but people are not equal.	22	46	21	1		3.99	Oftentimes	High Level
6. I treat each member of the team with respect because each person has unique gifts and talents that allow us to be successful.	23	44	21	1		4.00	Oftentimes	High Level

7. I acknowledge other people's gifts, skills, and abilities, and encourage them to step forward when our team faces a challenge they can help with.	17	47	23	2	4.42	Always	Very High Level	
8. I am developing my leadership skills so I will be prepared when called upon.	17	36	33	4	3.73	Oftentimes	High Level	
9. When the team faces a challenge, I think in terms of mobilizing people to meet it.	14	44	29	3	3.77	Oftentimes	High Level	
10. My motivation for taking on a leadership role is to help the team.	16	40	29	5	3.74	Oftentimes	High Level	
					Total Mean	3.93	Oftentimes	High Level

Table 17 presents the behavior of the respondents being trained to be team leader. The ten indicators to determine the level of teamwork abilities for the law of the edge are presented with the corresponding frequency distribution, weighted mean, descriptive interpretation, and the level of teamwork ability. The over-all weighted mean of 3.93, descriptive interpretation of Oftentimes, and High Level of teamwork ability show that oftentimes these respondents can work as leaders. *Indicator 7. I acknowledge other people's gifts, skills, and abilities, and encourage them to step forward when our team faces a challenge they can help with* had a weighted mean of 4.42, descriptive interpretation of Always, and Very High Level of teamwork ability. With this highest rank, the respondents gave high credence to this indicator appreciating the fact that everyone knows and appreciates individual differences in skills, abilities, and talents. They themselves know when a member is capable of doing the task and can achieve the goal. *Indicator 1. I take complete ownership of my responsibilities* recorded a weighted mean of 4.08, descriptive interpretation of Oftentimes, and High Level of teamwork ability. This indicator describes the respondents as responsible people who assume ownership of their responsibilities. Their leader will find them easy to handle once they are given their roles. *Indicator 2. I do my job to the best of my ability so my leader will be able to focus more on the larger challenges our team faces* got a weighted mean of 4.02, descriptive interpretation of Oftentimes, and High Level of teamwork ability. This means that they can do their assigned task well so their leader can pay attention to bigger responsibilities. As expressed by Tschannen-Moran (2001), teaming if used correctly, can increase the productivity and adaptability of schools. *Indicator 6. I treat each member of the team with respect because each person has unique gifts and talents that allow us to be successful* was rated by respondents with a weighted mean of 4.00, descriptive interpretation of Oftentimes, and High Level of teamwork ability. This indicator shows that respondents respect each other's uniqueness and this can contribute to the achievement of their goal as a team. *Indicator 5. I believe that everyone is important, but people are not equal* resulted to a weighted mean of 3.99, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 5 expresses the belief of respondents that everyone thinks and does things differently; but in the end they complement and support each other. *Indicator 9. When the team faces a challenge, I think in terms of mobilizing people to meet it* had a weighted mean of 3.77, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Oftentimes the respondents would initiate the move to successfully meet a challenge which is a trait of a leader. *Indicator 10. My motivation for taking on a leadership role is to help the team* was ranked 8th by the respondents with a weighted mean of 3.74, descriptive interpretation of Oftentimes, and High Level of teamwork ability. To help the team is only one of the motivations for accepting a leadership role. There are still many innate characteristics of a successful leader. *Indicator 8. I am developing my leadership skills so I will be prepared when called upon* got a weighted mean of 3.73, descriptive interpretation of Oftentimes, and High Level of teamwork ability.

This indicator affirms that the respondents are preparing to accept leadership roles in due time. The indicator that was ranked last by respondents is indicator 3. *When my leader suggests a book or resource to me, I usually invest in it* had a weighted mean of 3.68, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Other than investing money for continuing education, the term *invest* might mean spending time to read, reflect, internalize, and apply learnings in real situations. Good leaders develop others to become leader because every person on the team has strengths that may be maximized for greater responsibilities.

Table 18

Frequency Distribution, Weighted Mean, Descriptive Interpretation and the Level of Teamwork Abilities for the law of high morale

Item	Frequency Distribution					Weighted Mean	Descriptive Interpretation	Level of Teamwork Ability	
	5	4	3	2	1				
1. I give my best to the team.	29	53	8			4.23	Always	Very High Level	
2. I support my fellow team members.	23	52	15			4.09	Oftentimes	High Level	
3. I support team leaders.	25	56	8	1		4.17	Oftentimes	High Level	
4. I maintain a positive attitude despite circumstances.	13	59	18			3.94	Oftentimes	High Level	
5. I believe in myself and my abilities.	25	46	18	1		4.06	Oftentimes	High Level	
6. I believe in the abilities of my teammates and encourage them.	20	46	23	1		3.94	Oftentimes	High Level	
7. I maximize my leadership role based on the morale of the team.	15	47	27	1		3.84	Oftentimes	High Level	
8. I have developed healthy working relationship with the people on my team.	14	51	25			3.88	Oftentimes	High Level	
9. I help to keep the momentum going for the team.	15	50	24	1		3.88	Oftentimes	High Level	
10. I celebrate my achievements and the achievements of my team.	16	52	21	1		3.92	Oftentimes	High Level	
						Total Mean	4.00	Oftentimes	High Level

Table 18 shows the results of the indicators for the *law of high morale*: the weighted mean, descriptive interpretation, and the level of teamwork ability. These ten indicators resulted to a weighted mean of 4.00, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Of these ten indicators, indicator 1 *I give my best to the team* came out the highest with weighted mean of 4.23, Always as the descriptive interpretation, and Very High Level as its level of teamwork ability. The respondents always deliver what are expected of them. They are trusted and committed to contribute to the team. Indicator 3. *I support team leaders* got a weighted mean of 4.17, descriptive interpretation of Oftentimes, and High Level of teamwork ability. This result is supported by the research study of Protheroe (2006) who asserted that morale is tied to factors such as support, resources, communication, and the personalities involved. Indicator 2. *I support my fellow team members* recorded a weighted mean of 4.09, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicators 3 and 2 confirm the trust and support that respondents give each other. Indicator 5. *I believe in myself and my abilities* got a weighted mean of 4.06, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The respondents believe that they can help and contribute to the team because of

their abilities to work with the team. Indicator 6. *I believe in the abilities of my teammates and encourage them* was ranked by the respondents as the fifth teamwork ability they should have. This garnered a weighted mean of 3.94, descriptive interpretation of Oftentimes, and High Level of teamwork ability. This indicator expresses the mutual interest among the respondents. They would extend their ability and encourage others to work within their organization. Indicator 4. *I maintain a positive attitude despite circumstances* had a weighted mean of 3.94, descriptive interpretation, and High Level of teamwork ability. The respondents can effectively manage circumstances like conflicts and setbacks that could affect the team's performance. Indicator 10. *I celebrate my achievements and the achievements of my team* had a weighted mean of 3.92, descriptive interpretation of Oftentimes, and High Level of teamwork ability. This indicator means that the winnings, achievements and successes of the team should be well communicated, appreciated, and celebrated by team members to boost their morale. Indicator 8. *I have developed healthy working relationship with the people on my team* was rated by the respondents with a weighted mean of 3.88, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The respondents' teamwork ability is enhanced by working together to achieve their goals as a matter of policy and tradition. Indicator 9. *I help keep the momentum going for the team* recorded a weighted mean of 3.88, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The respondents reveal that everyone wants to be a part of the team and to feel the importance of their mission. The teamwork ability at high level they are excited to work together as a team. Indicator 7. *I maximize my leadership role based on the morale of the team* had the lowest weighted mean of 3.84, descriptive interpretation of Oftentimes, and the level of teamwork ability of High. This indicator simply urges the leader to know the stages of team morale as identified by Maxwell: poor morale, low morale, moderate morale and high morale. If the team has poor morale, the leader must do everything; if the morale is low, the leader must do productive things; if morale is moderate, the leader must do difficult things; and with high morale, the leader can make and do little things. But of course these distinctions are not arbitrary, for the leader must know what is the best thing to do in any given situation.

The *law of morale* simply indicates the standing of the trust and confidence among the team members. High morale could be maintained as long as the members believe, support, and help each and everyone to keep the team going for quality and performance and achievements.

Table 19

Frequency Distribution, Weighted Mean, Descriptive Interpretation and the Level of Teamwork Abilities for the law of dividends

Item	Frequency Distribution					Weighted Mean	Descriptive Interpretation	Level of Teamwork Ability	
	5	4	3	2	1				
1. I believe that the people on my own team are worth investing in.	22	48	19	1		4.01	Oftentimes	High Level	
2. I make sacrifices to develop others.	16	45	28	1		3.84	Oftentimes	High Level	
3. I share common experiences with my teammates by including them in activities.	20	45	25			3.94	Oftentimes	High Level	
4. I am tolerant of a person's trials and errors when he or she is doing new things, learning and trying to improve.	15	51	19	5		3.84	Oftentimes	High Level	
5. I give credit to the members of my team.	16	42	30	2		3.80	Oftentimes	High Level	
6. I am willing to give away some of my power to other members of the team.	13	46	28	3		3.77	Oftentimes	High Level	
7. I pay attention to the progress of my teammates.	23	37	28	3		3.90	Oftentimes	High Level	
8. If someone is not willing to learn or change, I will accept this and find someone else to invest in.	11	43	30	4	2	3.63	Oftentimes	High Level	
9. I am investing in at least one person on my team.	14	51	22	3		3.84	Oftentimes	High Level	
10. I believe that my teammates' improvement will bring the team success.	24	44	21	1		4.01	Oftentimes	High Level	
						Total Mean	3.86	Oftentimes	High Level

Table 19 shows the weighted mean, descriptive interpretation, and the level of teamwork ability based on the ten indicators for *the law of dividends*. The indicators for the *law of the dividends* emphasize that the growth, progress and success of the team depends on the investments of the organization in trainings and seminars. But the law also take into consideration the willingness and dedication of team members to be trained. Indicator 1. *I believe that the people on my own team are worth investing in* got a weighted mean of 4.01, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The respondents believe that everyone can be developed through trainings according to requirements of the organization. Indicator 10. *I believe that my teammates' improvement will bring the team success* recorded a weighted mean of 4.01, descriptive interpretation of Oftentimes, and High Level of teamwork ability. Indicator 10 seconded the necessity of training the respondents or the team members to effect team success. Indicator 3. *I share common experiences with my teammates by including them in activities* resulted to a weighted mean of 3.94, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The respondents prove that they work best with others who share the same experiences. This generates the insight that camaraderie is important for the team to work effectively. Indicator 7. *I pay attention to the progress of my teammates* had a weighted mean of 3.90, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The respondents are oftentimes aware of the development of their teammates. Indicator 2. *I make sacrifices to develop others* got a weighted mean of 3.84, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The sacrifices here may mean that the respondents take the pains to teach, coach, train, and mentor other members of the team in their own time. Indicator 4. *I am tolerant of a person's trials and errors when he or she is doing new things, learning and trying to improve* registered a weighted mean of 3.84, descriptive interpretation of Oftentimes, and High Level of teamwork ability. This indicator affirms indicator 2 expressing willingness to go through a process of doing, learning and trying to improve for better performance. Indicator 9. *I am investing in at least one person on my team* had a weighted mean of

3.84, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The respondents are oftentimes willing to invest their time, talent, expertise, and skills to somebody whom they think is a deserving protégé. Indicator 5. *I give credit to the members of my team* resulted to a weighted mean of 3.80, descriptive interpretation of Oftentimes, and High Level of teamwork ability. This indicator shows that respondents share and give credit to members of the team where due. Indicator 6. *I am willing to give away some of my power to other members on the team* registered a weighted mean of 3.77, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The respondents are ready to exercise shared leadership and empower the other members of their team. They have such a high level of teamwork ability to share leadership undeterred by ego considerations. Indicator 8. *If someone is not willing to learn or change, I will accept this and find someone else to invest in* scored the lowest at a weighted mean of 3.63, descriptive interpretation of Oftentimes, and High Level of teamwork ability. The respondents can accept the fact that some members who may not be willing to learn for the betterment of themselves and the team. Others might be willing but do not have the ability to develop and learn. This would be a waste of time and funds of the management. As Maxwell advised: “Stop spending your time to invest in someone who won’t or can’t make the team better.”

It is worth investing time and money to members who are willing to give themselves to the service of the organization. The respondents practice this *law of dividends* as shown by the results. They would always want to keep up with trend and upgrade their abilities through continuing education.

3. Relationship Between the Profile and the Level of Teamwork Abilities of the Respondents

Table 20

Summary of the Relationship Between the Respondents’ Profile and the Teamwork Abilities

Teamwork Abilities	Age		Sex		Civil Status		Length of Service		Educational Attainment	
	r	Sig. (2-tailed)	r	Sig. (2-tailed)	r	Sig. (2-tailed)	r	Sig. (2-tailed)	r	Sig. (2-tailed)
law of significance	-.298	.404	-.303	.395	-.093	.799	-.364	.301	.128	.724
law of the big picture	-.789**	.007	.482	.158	-.366	.298	-.583	.077	-.842**	.002
law of the niche	.693*	.026	-.472	.169	.736*	.015	.428	.217	.355	.314
law of Mount Everest	.127	.726	.000	1.000	.485	.155	-.075	.836	-.172	.634
law of the chain	.196	.598	.183	.613	.261	.466	.375	.286	.452	.190
law of the catalyst	-.373	.288	-.243	.499	-.273	.446	-.433	.211	-.470	.171
law of the compass	.401	.250	-.246	.494	.081	.825	.068	.852	.545	.103
law of the bad apple	./-.120	.742	.013	.971	-.401	.251	-.008	.983	.382	.277
law of countability	.469	.171	-.227	.529	-.158	.662	.126	.730	.278	.437
law of the price tag	.523	.120	-.422	.224	.117	.747	.212	.556	.416	.232
law of the scoreboard	-.529	.116	-.006	.987	-.366	.299	-.631	.051	-.290	.417
law of the bench	.438	.205	-.426	.219	.528	.117	.309	.386	.708*	.022
law of identity	.365	.299	-.076	.835	.102	.780	.502	.139	.647*	.043
law of communication	.182	.615	.100	.783	-.170	.639	.329	.354	.061	.868
law of the edge	-.245	.496	.402	.250	-.161	.657	-.103	.776	.231	.521
law of high morale	.504	.138	-.559	.093	.225	.532	.156	.667	.617	.057
law of dividends	.311	.382	-.128	.724	.109	.765	.211	.559	.465	.176

The relationships of the respondents' profile and their teamwork abilities are presented in Table 20. Age profile has significant relationship with the *law of the big picture*. They had computed $r = -.789^{**}$, sig (2-tailed) .007, decision reject and interpreted significant. The age profile has significant relationship with the *law of the niche*. The computed $r = .693^*$, sig (2-tailed) .026, decision reject and interpreted significant. As stated in the unpublished thesis of Cemm (2011), majority of the interviewees stressed the importance of building a team where the senior leaders are motivated to move the school forward, but also more important, to help realize the vision or "bigger picture" dreamed of by the head teachers.

There is no significant effect of the sex profile of respondents on teamwork abilities. This means that sex does not play an important role in attaining teamwork. A study entitled "Which Gender Excels at Teamwork? Both....With a Catch" as reported by Chad Brooks, a senior writer in Business News Daily on January 15, 2014 confirms the results of Table 20. The findings of the study suggest that gender diversity must be upheld and that teams with a higher representation of lady managers can have a positive impact on organizational success.

The civil status profile had significant relationship with the *law of the niche*. The computed $r = .736^*$, sig (2-tailed) .015, means decision reject and interpreted significant. It must be noted based on Table 2 that majority of the respondents are single and they are in the 20 to 25 year-old bracket. They know themselves well as they know each other in their own organization.

From the same table, results show that there is no significant relationship between length of service and teamwork abilities of the respondents. All respondents perform quite well no matter the length of service of colleagues. They show positive attitudes in developing and enhancing teamwork abilities.

Based on Table 20, three relationships register significant, The relationship of educational attainment to the *law of the big picture* had computed $r = -.842^{**}$ sig (2-tailed) .002, decision reject and interpreted as significant. An effective team member is committed to the team's goals and understands his role as well as the roles of other team members in striving to attain these goals. As a member of a team, the first thing that everyone would think of is his contributions for the good of the team and its members. At the same time, they could assume positions and roles that will expedite accomplishment of goals.

The relationship of educational attainment to the *law of the bench* had computed $r = .708^*$ sig (2-tailed) .022, decision reject and interpreted as significant. This means that the educational attainment of the respondents had a direct impact on the strength and power of the team to work on the attainment of their goals.

The relationship of educational attainment to the *law of identity* show a computed $r = .647^*$ sig (2-tailed) .043, decision reject and interpreted as **significant**. Educational attainment directly affects the *identity* of the team itself or the organization. The goal of the team will be easier to achieve if the members would always be professional in their undertakings. Whether the teacher is a bachelor degree holder or has graduate studies to his name, this *law of identity* states that every individual in a team is identifiable with the goals and objectives of the team and his educational attainment will be a big factor in attaining these goals.

Conclusion

On the basis of the significant findings of the study, the following conclusions were drawn:

1. There is a significant relationship between age and the *law of the big picture*; and between age and the *law of the niche*. No significant relationships exist between the age and the other 15 laws of teamwork abilities.
2. There exists a significant relationship between the civil status and the *law of the niche*. But there is no significant relationship between civil status and the other 16 teamwork abilities.
3. There is a significant relationship between educational attainment and the *law of the big picture*; the *law of the bench*; and the *law of identity*. No significant relationship exists between educational attainment and the other 14 laws of teamwork abilities.

Recommendations

Based on the foregoing conclusions, the following recommendations are hereby presented.

1. The teachers, young and old alike, male or female, single or married, neophyte or veteran, have the teamwork abilities as indicated by the results of the assessments. But team spirit should be further strengthened so that their abilities to collaborate, work together as one, and achieve one common goal could always be achieved with minimum hindrance.
2. The teachers should undergo teambuilding stages following the Bruce Tuckman Theory. These stages are forming, storming, norming and performing. Administrators may use the results of the assessments regarding the impact of the age difference with respect to the *law of the big picture* and the *law of the niche*; civil status and the *law of the niche*; and educational attainment and the *law of the big picture*, *law of the bench*, and the *law of identity*. This Bruce Tuckman Model of Team Stages may be used to neutralize the effects of age, civil status, and educational attainment on teamwork.
3. Schools should introduce to the teachers the Belbin's Theory of Team Roles to make them very flexible in all activities of the school especially for schools with limited number of teachers.
4. Schools should consider for implementation the Proposed Plan of Action for Teachers' Teambuilding included in this research as final output. Trite as it may sound, the age-old wisdom of the adage should be the abiding principle of schools striving to promote and sustain team spirit: United we stand, divided we fall.

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