

# TEAM BUILDING AND STRATEGIC PLANNING AS PREDICTORS OF TEACHERS' JOB EFFECTIVENESS IN SENIOR SECONDARY SCHOOLS IN ADAMAWA STATE, NIGERIA

OKPE, Blessing<sup>1</sup>, BADAU, Kabiru Mohammed<sup>2</sup> & FWANGLE, Ishaya Istifanus<sup>3</sup>

<sup>1,2&3</sup>Department of Physical Sciences of Education, Modibbo Adama University, Yola, Nigeria

Correspondent's email: [blessingokpe83@gmail.com](mailto:blessingokpe83@gmail.com)

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## ABSTRACT

This study examined team building and strategic planning as predictors of teachers' job effectiveness in senior secondary schools in Adamawa State, Nigeria. A predictive correlational research design was adopted. The population comprised 7,113 principals and teachers from 404 public senior secondary schools across five educational zones. A sample of 577 respondents (200 principals and 377 teachers) was selected using multistage sampling techniques involving stratified, proportionate, and simple random sampling methods. Data were collected using two instruments: The Team Building and Strategic Planning Questionnaire (TBSPQ) and the Teachers' Job Effectiveness Questionnaire (TJEQ). The instruments were validated by experts and yielded reliability coefficients of 0.85 and 0.80 respectively using Cronbach's Alpha. Descriptive statistics were used to answer the research questions, while simple and multiple regression analyses were used to test the hypotheses at the 0.05 level of significance. The results revealed high levels of management practices in team building (mean = 3.57) and strategic planning (mean = 3.67). Further findings indicated that each management practice individually significantly predicted teachers' job effectiveness ( $p < 0.05$ ). The combined effect of school management practices shows  $F(2, 199) = 32.35; p < 0.05$  which is significant, strategic planning practices was a dominant predictor in combine model and explained 33.4% of the variance in teachers' job effectiveness ( $R^2 = 0.33, p < 0.05$ ). The study concludes that effective school management practices meaningfully enhance teachers' job effectiveness. It recommends that school administrators should strengthen collaborative management practices and strategic planning to improve teacher performance and educational outcomes.

**Key Words:** school management practices, team building, strategic planning, 'teachers' job effectiveness and senior secondary schools.

## Introduction

Education plays a critical role in national development by equipping individuals with the knowledge, skills, and competencies required for productive participation in society. In Nigeria, senior secondary education represents a crucial stage in the educational system as it prepares students for higher education, employment, and self-reliance (Tonbra & Tarela, 2024). The effectiveness of this level of education largely depends on the quality and effectiveness of teachers, as their performance directly influences students' academic achievement and overall school outcomes. Teachers' job effectiveness refers to the extent to which teachers successfully perform their instructional and professional responsibilities to achieve educational objectives (Ochoyi, 2023). This includes lesson preparation and delivery, classroom management, assessment of students' learning, maintenance of discipline, professional commitment, and participation in school activities. Effective teachers are typically characterized by strong subject mastery, effective instructional strategies, positive interpersonal relationships, and commitment to professional responsibilities (Abetang et al., 2024). Conversely, teacher ineffectiveness may manifest through poor lesson preparation, absenteeism, weak classroom management, low motivation, and inability to meet instructional objectives.

Given the central role of teachers in achieving educational goals, attention has increasingly shifted toward organizational factors that may influence their effectiveness. One such factor is school management practices (Team building and strategic planning); this paper specifically focuses on team building and strategic planning as discussed further. School management practices refer to the administrative and leadership processes used to coordinate school activities, manage resources, and create an enabling environment for teaching and learning (Ughamadu & Ezea 2024). Effective management practices such as team building and strategic planning have been identified as critical mechanisms for improving teacher performance and school effectiveness. Team building promotes collaboration, trust, and shared responsibility among teachers, thereby enhancing workplace relationships and productivity (Bush, 2018; Ughamadu & Ezea 2024). Strategic planning provides clear direction, priorities, and resource allocation frameworks that help teachers align their instructional practices with school goals.

Despite the recognized importance of these management practices, many secondary schools, particularly in developing countries, continue to face challenges related to weak management structures, inadequate teacher support systems, and limited professional development opportunities. In Nigeria, variations in school leadership quality and management practices continue to affect teacher performance and educational outcomes (Edo & Johnson, 2024; Eze, 2017). In Adamawa State specifically, concerns have been raised regarding declining teacher effectiveness, as reflected in irregular lesson delivery, inadequate assessment practices, and reduced teacher drive. These challenges suggest possible weaknesses in the implementation of effective school management practices (Eze, 2017).

Although previous studies such as (Edo & Johnson, 2024; Eze, 2017; Nwokporo & Nwankwo, 2024; Igbaseimokumo & Chika, 2019; Enwezor, 2025) have examined school leadership and teacher effectiveness, there is limited empirical evidence on how specific school management practices predict teachers' job effectiveness in senior secondary schools in Adamawa State. This gap creates uncertainty regarding which management practices most strongly influence teacher effectiveness and limits the development of targeted interventions (Enwezor, 2025). Against this backdrop, there was the need to conduct this study on school management practices as predictors of teachers' job effectiveness in senior secondary schools in Adamawa State, Nigeria, with the aim of providing empirical evidence that can guide school administrators and policymakers in improving teacher performance and educational outcomes.

### Objectives of the Study

Specifically, the study was set to determine:

- i. Team building practice as predictor of teachers' job effectiveness in Senior Secondary schools in Adamawa State.
- ii. Strategic planning practice as predictor of teachers' job effectiveness in Senior Secondary schools in Adamawa State.
- iii. Team building and strategic planning as predictor of teachers' job effectiveness in Senior Secondary Schools in Adamawa State.

### Research Questions:

The study was guided by the following questions:

- i. What is the level of team building practice in Senior Secondary school in Adamawa State?
- ii. What is the level of strategic planning practice in Senior Secondary schools in Adamawa State?
- iii. What is the level of team building and strategic planning practices in Senior Secondary Schools in Adamawa State?

### Hypotheses:

The following hypotheses were tested at 0.05 alpha level.

- H<sub>01</sub>:** Team building practices is not a significant predictor of teachers' job effectiveness in Senior Secondary school in Adamawa State.
- H<sub>02</sub>:** Strategic planning practices is not a significant predictor of teachers' job effectiveness in Senior Secondary schools in Adamawa State.
- H<sub>03</sub>:** Team building and strategic planning do not significantly predict teachers' job effectiveness in Senior Secondary Schools in Adamawa State.

### Literature Review

The study was anchored on the Transformational Leadership Theory (TLT), as pioneered by Burns (1978) and further developed by Bass and Avolio (1994). This theory states that leaders have the capacity to inspire and motivate their followers to exceed their own expectations and achieve significant positive change. Transformational leaders achieve this by setting high standards, providing intellectual stimulation, giving individualized consideration, and serving as role models. These leaders possess vision and charisma and can create a shared sense of purpose among their followers, resulting in a more committed, innovative, and high-performing workforce. Team building exemplify a holistic set of transformational leadership skills, they cultivate a culture of professional development, invest in their teachers and staff, and motivate them with a compelling vision rooted in shared values. The Transformational Leadership Theory, which serves as the foundational framework for this study, emphasizes the pivotal role of school management in enhancing teachers' job effectiveness through effective management practices. Principals embodying transformational leadership qualities inspire and motivate their staff, creating a shared vision and fostering a collaborative environment. Through strategic team building, the principal cultivates robust relationships among teachers, thereby fostering a collaborative environment and elevating job satisfaction. By aligning strategic planning with available resources and clearly defined goals, the principal ensures that every initiative supports the school's overarching mission. By this theory, the research aims to provide a comprehensive understanding of how team building and strategic planning practices predict teachers' job effectiveness in Senior Secondary Schools in Adamawa State, ultimately enhancing the overall quality of education.

The success of team-building practices in schools is largely dependent on the nature of leadership and the prevailing institutional culture. School principals and administrators play a

crucial role in fostering collaboration among teachers by creating structures and opportunities for teamwork. For instance, principals who organize regular staff meetings, joint goal-setting sessions, and team-based problem-solving activities create a sense of community and shared purpose among teachers (Hallinger & Wang, 2020). Such initiatives also ensure that teachers perceive themselves as active contributors to school improvement rather than passive recipients of administrative directives. Collaborative leadership fosters shared responsibility, where teachers are actively involved in key decision-making processes, including curriculum design, instructional innovations, and student assessment strategies (Leithwood et al., 2017). This inclusive approach empowers teachers, validates their expertise, and enhances their professional autonomy while simultaneously strengthening their commitment to institutional goals. Moreover, a collaborative school culture reduces hierarchical barriers, enabling teachers to openly share ideas, voice concerns, and collectively seek solutions to educational challenges. In contrast, schools with authoritarian leadership structures often struggle with teacher disengagement, lack of innovation, and high turnover, highlighting the necessity of cultivating trust-based leadership models.

The influence of team building extends beyond daily instructional practices to encompass long-term professional development and continuous learning. Through collaborative professional development initiatives such as workshops, training programs, and reflective teaching sessions, teachers are able to refine their instructional strategies, remain informed about emerging educational trends, and acquire new competencies required in a rapidly changing educational landscape (Vescio et al., 2008). The role of professional learning communities in this regard is particularly significant, as they provide teachers with structured forums to engage in dialogue, share best practices, and collectively analyse student data to inform instructional decisions. In the contemporary educational environment, the integration of technology has further transformed the landscape of team building. Virtual teacher communities, online collaborative platforms, and digital communication tools now enable teachers to extend their professional networks beyond the confines of their schools (Prestridge, 2019). These platforms facilitate knowledge sharing across geographic boundaries, allowing teachers to learn from global best practices and adapt innovative strategies to local contexts. Technology also enhances flexibility in collaboration, making it possible for teachers to engage in team activities asynchronously and at their own convenience, thereby overcoming time and scheduling barriers that traditionally hinder collaboration.

Teacher job effectiveness is also influenced by the broader work environment. Strategic planning allows schools to design policies that address workload management, provide performance incentives, and implement well-being programs (Skaalvik & Skaalvik, 2018). Teachers working in supportive environments are more likely to remain engaged, resilient, and adaptable. Incentive structures, such as recognition awards or promotion opportunities, can motivate teachers to align their efforts with school improvement goals. Conversely, poor planning that leads to excessive workloads or unclear expectations often results in teacher burnout, absenteeism, and attrition. Despite its numerous benefits, the implementation of strategic planning in schools faces several challenges: **Poor Resource Allocation:** Many schools, particularly in Nigeria, lack sufficient funds to support comprehensive strategic planning. **Resistance to Change:** Teachers and administrators may resist new initiatives due to fear of increased workload or skepticism about effectiveness (Hargreaves & O'Connor, 2018). **Leadership Capacity:** Effective strategic planning requires skilled leaders who can mobilize resources, engage stakeholders, and monitor progress (Bush & Glover, 2021). **Policy-Practice Gaps:** In some contexts, national education policies exist on paper but lack effective implementation at the school level. Addressing these challenges requires capacity building, stakeholder engagement, and sustained investment in educational infrastructure.

Empirical studies provide strong evidence of the positive relationship between strategic planning and teacher job effectiveness. For instance, Sebastian et al. (2017) found that schools with clear planning frameworks reported higher teacher collaboration and improved instructional quality. Similarly, Grissom et al. (2021) demonstrated that resource allocation guided by strategic planning enhanced teacher productivity and student achievement. In Nigeria, research by Okeke (2020) revealed that secondary schools implementing strategic school improvement plans recorded better teacher punctuality, lesson preparation, and student performance compared to schools without such plans. Globally, studies in countries such as Finland, Canada, and Singapore highlight how strong planning cultures contribute to teacher professional growth and educational excellence. Strategic planning in education is not merely an administrative requirement; it is a transformative process that directly influences teacher performance, professional development, and overall school improvement. By providing structured frameworks for goal setting, resource allocation, accountability, collaboration, and technology integration, strategic planning creates enabling environments where teachers can thrive. The evidence from both Nigeria and global contexts demonstrates that schools with strong strategic planning cultures are more likely to produce effective teachers and achieve better student outcomes.

### **Methodology**

This study adopted a predictive correlational research design and was conducted in Adamawa State, Nigeria. The state has five education zones (Numan, Yola, Ganye, Gombi, and Mubi) with public senior secondary schools distributed across these zones. The population of the study consisted of 7,113 respondents comprising 404 principals and 6,709 teachers in government senior secondary schools in Adamawa State (Adamawa State Post Primary Schools Management Board, 2024). A sample of 577 respondents comprising 200 principals and 377 teachers was selected using the Taro Yamane formula (Yamane, 1967) through multistage sampling technique involving stratified, proportionate, and simple random sampling technique was used to ensure adequate representation across the five education zones.

Two adapted questionnaires were used for data collection: Team Building and Strategic Planning Questionnaire (TBSPQ) adapted from Olorunsola and Belo (2018), consisting of 20 items covering two dimensions (team building and strategic planning). Teachers' Job Effectiveness Questionnaire (TJEQ) adapted from Abdullahi et al. (2016), consisting of 15 items measuring teachers' effectiveness. Both instruments used a five-point Likert scale ranging from Very High Level (5) to Very Low Level (1). Face and content validity were established through expert review by five specialists in educational research. The validity indices obtained were 0.78 for TBSPQ and 0.80 for TJEQ. Reliability was determined using Cronbach's Alpha 'through a test-retest involving 45 respondents outside the study area, yielding reliability coefficients of 0.85 and 0.80' for TBSPQ and TJEQ respectively, indicating good internal consistency. Data were collected through manual administration of questionnaires by the researchers with the help of trained research assistants. Mean and standard deviation were used to answer the research questions, while simple linear regression was used to test hypotheses one and two. Multiple regression analysis was used to test the combined predictive influence of school management practices on teachers' job effectiveness at a 0.05 level of significance. Statistical decisions were based on p-values, where hypotheses were rejected when  $p < 0.05$ .

## Results

The results are presented in ordered sequence from objectives, research questions and hypotheses.

### Research Question One:

What is the level of team building practices in Senior Secondary Schools in Adamawa State?

**Table 1: Mean and Standard Deviation of mean score of Team Building Practices in Senior Secondary Schools in Adamawa State.**

S/N	Item (n) = 377	Mean	SD	Remark
1	Create problem solving with team members	3.50	1.43	HL
2	Enhanced skill-building workshops	3.35	0.78	ML
3	Participate in creative exercises in groups	2.98	1.45	LL
4	Encourage role reversal games	3.19	1.51	ML
5	Engage in collaborative projects	4.01	1.03	HL
6	Improve on group discussions	4.36	1.01	HL
7	Facilitate physical activities	3.85	1.17	HL
8	Promote unity in diversity	2.92	1.51	LL
9	Encourage brainstorming activities	2.86	1.70	ML
10	Resolve staff conflict effectively	4.64	0.87	HL
	Grand Mean	3.57	1.25	HL

Source: Field survey, 2025

The descriptive statistics in Table 1 shows 377 respondents responded to the 10 items in the instrument indicating team building practices in Senior Secondary Schools in Adamawa State, Nigeria. 3.57 mean average and 1.25 standard deviation indicated that, the team building practices in Senior Secondary Schools in Adamawa State, Nigeria is high.

### Research Question Two:

What is the level of strategic planning practice in Senior Secondary schools in Adamawa State?

**Table 2: Mean and Standard Deviation of Mean Score of Strategic Planning Practices in Senior Secondary Schools in Adamawa State.**

S/N	Item (n = 377)	Mean	SD	Remark
1	Set clear goals for the school	2.57	1.41	LL
2	Share the school's mission with staff	4.62	0.53	HL
3	Seeks staff input during decisions-making	3.83	1.18	HL
4	Allocate resources effectively to meet goals	4.36	1.01	HL
5	Monitor progress toward school objectives	3.83	1.16	HL
6	Set long term plans for school improvement	2.80	1.48	LL
7	Adapts to new challenges	2.86	1.70	LL
8	Prioritizes strategic aim in decision-making	4.64	0.87	HL
9	Sets achievable objectives for school staff	2.57	1.41	LL
10	Aligns daily activities with the school's mission	4.62	0.53	HL
	Grand Mean	3.67	1.12	HL

Source: Field survey, 2025

The descriptive statistics in Table 2 shows 377 respondents responded to the 10 items on the instrument indicating strategic planning practices in Senior Secondary Schools in Adamawa State, Nigeria. 3.67 mean average and 1.12 standard deviation indicated that, the strategic planning practices in Senior Secondary Schools in Adamawa State, Nigeria is high.

**Research Question Three:**

What is the level of team building and strategic planning practices in Senior Secondary Schools in Adamawa State?

**Table 3: Grand Mean Summary of Team Building and Strategic Planning in Senior Secondary Schools in Adamawa State**

S/N	Item (n = 377)	Mean	SD	Remark
1	level of team building practices in Senior Secondary Schools in Adamawa State, Nigeria	3.57	1.25	HL
2	level of strategic planning practices in Senior Secondary Schools in Adamawa State, Nigeria	3.67	1.12	HL
	Grand Mean	3.62	1.18	HL

Source: Field survey, 2025

The descriptive statistics in Table 3 shows 377 respondents responded to the 20 items on the instrument indicating team building and strategic planning practices in Senior Secondary Schools in Adamawa State, Nigeria. With a 3.6 mean average and 1.17 standard deviation indicated that, the school management practices (Team building and strategic planning practices) among teachers in Senior Secondary Schools in Adamawa State, Nigeria is high.

**Testing Hypothesis One:**

**H<sub>01</sub>:** Team building practice does not significantly predict teachers' job effectiveness in Senior Secondary schools in Adamawa State, Nigeria.

**Table 4a: Summary of Regression of a Team Building Practice and Teachers' Job Effectiveness in Senior Secondary Schools in Adamawa State, Nigeria**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	22.529	1	22.529	69.781	.000 <sup>b</sup>
	Residual	63.924	198	.323		
	Total	86.452	199			

Source: Field survey, 2025

a. Dependent Variable: Teachers' Job Effectiveness

b. Predictors: (Constant), Team Building Practices

The regression results in Table 4a shows that team building practice significantly predicts teachers' job effectiveness. The analysis produced an  $F(1, 198) = 69.781, p < 0.05$ , indicating that the regression model is statistically significant. This means that team building practices contribute meaningfully to explaining variations in teachers' job effectiveness in Senior Secondary schools in Adamawa State. Since the probability value is less than 0.05, the null hypothesis ( $H_{01}$ ) is rejected. Therefore, team building practice significantly predicts teachers' job effectiveness.

**Table 4b: Model summary of a Team building Practice and Teachers' Job Effectiveness in Senior Secondary Schools in Adamawa State, Nigeria**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.510 <sup>a</sup>	.261	.257	.56820

Source: Field survey, 2025

a. Predictors: (Constant), Team Building Practices

From Table 4b, the model summary reveals a correlation coefficient (R) of 0.510, indicating a moderate positive relationship between team building practice and teachers' job effectiveness. The coefficient of determination ( $R^2 = 0.261$ ) shows that approximately 26.1% of the variation in teachers' job effectiveness is explained by team building practices, while the remaining 73.9% is due to other factors not included in the model. The adjusted  $R^2$  value of 0.257 confirms that the model has good explanatory power even after adjusting for sampling error, and the standard error of estimate (0.56820) indicates a reasonably accurate prediction.

**Table 4c: Coefficient of a Team building Practice and Teachers' Job Effectiveness in Senior Secondary Schools in Adamawa State, Nigeria**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.107	.152		13.847	.000
	Team Building Practice	.399	.048	.510	8.354	.000

Source: Field survey, 2025

a. Dependent Variable: Teachers' Job Effectiveness

Table 4c further shows that team building practice has a positive and statistically significant influence on teachers' job effectiveness ( $\beta = 0.510$ ,  $t = 8.354$ ,  $p < 0.05$ ). The unstandardized coefficient ( $B = 0.399$ ) implies that for every one-unit increase in team building practice, teachers' job effectiveness increases by 0.399 units. Hence, strong team building practices play an important role in improving teachers' job effectiveness in Senior Secondary schools in Adamawa State.

### Testing Hypothesis Two:

**Ho<sub>2</sub>:** Strategic planning practice does not significantly predict teachers' job effectiveness in Senior Secondary schools in Adamawa State, Nigeria.

**Table 5a: Summary of Regression of a Strategic Planning Practice and Teachers' Job Effectiveness in Senior Secondary schools in Adamawa State, Nigeria**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	31.952	1	31.952	116.084	.000 <sup>b</sup>
	Residual	54.500	198	.275		
	Total	86.452	199			

Source: Field survey, 2025

a. Dependent Variable: Teachers' Job Effectiveness

b. Predictors: (Constant), Strategic Planning Practices

The regression analysis in Table 5a indicates that strategic planning practice significantly predicts teachers' job effectiveness. The result yielded  $F(1, 198) = 116.084$ ,  $p < 0.05$ , showing that the regression model is statistically significant. Therefore, the null hypothesis ( $HO_2$ ) is rejected, implying that strategic planning practice significantly influences teachers' job effectiveness in Senior Secondary schools in Adamawa State.

**Table 5b: Model Summary of Regression of a Strategic Planning Practice and Teachers' Job Effectiveness in Senior Secondary schools in Adamawa State, Nigeria**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.608 <sup>a</sup>	.370	.366	.52464

Source: Field survey, 2025

a. Predictors: (Constant), Strategic Planning Practices

The model summary in Table 5b reveals a stronger relationship than the previous variable, with a correlation coefficient (R) of 0.608, indicating a strong positive relationship between strategic planning practice and teachers' job effectiveness. The  $R^2$  value of 0.370 shows that 37.0% of the variance in teachers' job effectiveness is explained by strategic planning practices, leaving 63.0% attributable to other variables not captured in the study. The adjusted  $R^2$  (0.366) confirms the reliability of the model, and the standard error of estimate (0.52464) suggests a good level of prediction accuracy.

**Table 5c: Model Summary of Regression of a Strategic Planning Practice and Teachers' Job Effectiveness in Senior Secondary schools in Adamawa State, Nigeria**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.826	.145		12.617	.000
	Strategic planning practice	.509	.047	.608	10.774	.000

Source: Field survey, 2025

a. Dependent Variable: Teachers' Job Effectiveness

The coefficient results in Table 5c show that strategic planning practice significantly and positively influences teachers' job effectiveness ( $\beta = 0.608$ ,  $t = 10.774$ ,  $p < 0.05$ ). The unstandardized coefficient ( $B = 0.509$ ) indicates that a one-unit improvement in strategic planning practice leads to a 0.509 unit increase in teachers' job effectiveness. This implies that effective goal setting, clear school direction, proper planning, and implementation strategies enhance teachers' productivity, instructional quality, and performance outcomes. Consequently, strategic planning practices play a stronger predictive role in teachers' job effectiveness than team building practices in Senior Secondary schools in Adamawa State.

### Testing Hypothesis Three:

**H<sub>03</sub>:** Team building and strategic planning do not significantly predict teachers' job effectiveness in Senior Secondary Schools in Adamawa State.

**Table 6a: Summary of Regression of Team Building, Strategic Planning and Teachers' Job Effectiveness in Senior Secondary schools in Adamawa State.**

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	39.309	2	7.862	32.352	.000 <sup>b</sup>
	Residual	47.143	197	.243		
	Total	86.452	199			

Source: Field survey, 2025

a. Dependent Variable: Teachers' Job Effectiveness

b. Predictors: (Constant), Team building practices, Strategic planning practices

The multiple regression results in Table 6a indicates that the combined team building and strategic planning practices significantly predict teachers' job effectiveness. The analysis produced  $F(2, 194) = 32.352$ ,  $p < 0.05$ , showing that the regression model is statistically significant. This means the collective influence of team building and strategic planning practices significantly explains teachers' job effectiveness. Therefore, the null hypothesis ( $H_{03}$ ) is rejected.

**Table 6b: Model Summary of Regression of Team Building, Strategic Planning and Teachers' Job Effectiveness in Senior Secondary schools in Adamawa State, Nigeria**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.581 <sup>a</sup>	.337	.334	.53799

Source: Field survey, 2025

a. Predictors: (Constant), Team Building Practice, Strategic planning practice

From Table 6b, the model summary shows a multiple correlation coefficient (R) of 0.581, indicating a moderate positive relationship between team building, strategic planning practices and teachers' job effectiveness. The  $R^2$  value of 0.337 reveals that 33.7% of the variation in teachers' job effectiveness is jointly explained by the five management practices, while 66.3% is explained by other factors outside the model. The adjusted  $R^2$  (0.334) confirms the reliability of the model, and the standard error of estimate (0.53799) indicates acceptable prediction accuracy.

**Table 6c: Coefficients of Beta of Regression of a Team Building, Strategic Planning and teachers' job effectiveness in Senior Secondary schools in Adamawa State, Nigeria**

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	1.318	.167		7.880	.000
	Team Building Practice	.026	.061	.034	.430	.668
	Strategic planning practice	.231	.074	.277	3.141	.002

Source: Field survey, 2025

a. Dependent Variable: Teachers' Job Effectiveness

Table 6c presents the individual contributions of team building and strategic planning to teachers' job effectiveness when all predictors are entered into the regression model simultaneously. The result shows that strategic planning practice makes a statistically significant contribution to teachers' job effectiveness ( $\beta = 0.277$ ,  $t = 3.141$ ,  $p < 0.05$ ). This indicates that among all the management practices considered together, strategic planning is the only predictor that independently explains a meaningful portion of teachers' effectiveness. It therefore represents the highest contributor to teachers' job effectiveness in the combined model.

On the other hand, team building practice ( $\beta = 0.034$ ,  $t = 0.430$ ,  $p > 0.05 = 0.668$ ) this do not statistically significant independent contributions in the model and strategic planning practice ( $\beta = 0.277$ ,  $t = 3.141$ ,  $p < 0.05 = 0.02$ ) make statistically significant independent contributions when the effects of other predictors are controlled. Among these non-significant predictors, team building practice has the least contribution because it has the smallest standardized beta coefficient ( $\beta = 0.034$ ), meaning its unique influence on teachers' job effectiveness is minimal after accounting for other management practices. In terms of relative strength based on standardized beta weights, the order of contribution is: Strategic planning (highest) → Team building (least). This implies that although all the practices individually influence teachers' effectiveness, they overlap in explaining the same variance. When considered together, strategic planning becomes the dominant determinant of teachers' job effectiveness, while team building contributes the least independent effect in the presence of other management practices.

### Discussion of Findings

The study on team building practices and strategic planning practices as predictors of teachers' job effectiveness in Senior Secondary schools in Adamawa State, Nigeria established findings which indicates that team building practices was at high level among teachers even though some exhibit low, moderate and high levels as observed by the standard deviation value. This high-level team building practices by teachers in senior secondary schools in Adamawa State was statistically significant in predicting teachers job effectiveness. It implies that job effectiveness in schools is not merely an individual professional attribute but a socially constructed outcome shaped by collegial interaction. The finding agrees with previous studies of Nwokporo and Nwankwo (2024) who reported that principals' teamwork practices significantly improve teachers' job performance. It is also in tandem with that of Nwogbo, et al. (2024) which established that collaborative efforts and mentoring in team building relate significantly with teachers' performance. Also, the finding corroborated that of Ochoyi (2023) where collaborative leadership enhanced productivity. In the same vein, the finding is consistent with the finding of Ayenie and Fakunle (2022) that teamwork management strategies significantly relate to productivity. Overall, the present study strengthens the body of evidence

that collegial organisational culture is a major determinant of teachers' effectiveness across different educational contexts.

Similarly, the finding of the study also reveals that strategic planning practices level among teachers was high, showing varying levels from low to high as describe by the standard deviation value. The high-level value significantly predicts teachers' job effectiveness in Senior Secondary schools in Adamawa State, Nigeria. This result suggests that strategic planning provides direction, reduces uncertainty, and aligns teachers' classroom activities with institutional objectives. The implication is that teachers' effectiveness improves when they understand long-term academic targets, assessment expectations, and curriculum priorities. Such clarity enhances professional focus, accountability, and purposeful instructional practices.

The study is consistent with the findings of Edo and Johnson (2024) which established a significant relationship between strategic planning and teachers' performance. It is equally consistent with the finding of Kayode and Ileuma (2023) that higher levels of strategic planning correspond with higher academic staff productivity. Likewise, the finding corroborated that of Peter and Daniel (2021) who reported that effective planning and implementation improve academic performance. Hence, the present study reinforces the argument that organisational foresight and planning frameworks are indispensable administrative tools for improving teacher effectiveness.

Furthermore, team building and strategic planning practices in senior secondary schools in Adamawa State was high. This was statistically significant in predicting teachers' job effectiveness, in terms of relative strength based on standardized beta weights, the order of contribution is: Strategic planning (highest) → Team building (least). This implies that although all the practices individually predict teachers' effectiveness, they overlap in explaining the same variance. When considered together, strategic planning becomes the dominant determinant of teachers' job effectiveness, while team building contributes the least independent effect in the presence of other management practices in the model.

### **Conclusion**

This study on team building practices and strategic planning practices as predictors teachers' job effectiveness in senior secondary schools in Adamawa State, Nigeria, has established that there is a high level of both team building and strategic planning practices which were both significant among teachers in senior secondary schools in Adamawa State. Overall, the study demonstrates that effective school management practices remain critical organisational mechanisms for improving instructional delivery and strengthening educational outcomes in secondary schools.

### **Recommendations**

Based on the findings of the study, the following recommendations are made:

1. School principals should strengthen team building practices through professional learning communities, mentoring programmes, and collaborative instructional planning.
2. School administrators should adopt systematic strategic planning processes that clearly define school goals, performance expectations, and monitoring strategies.
3. School leaders should promote participatory management by actively involving teachers in decision-making processes to improve commitment and effectiveness.

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