

TEAMBUILDING AND TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE

Nwogbo Mercy Obianuju

Department of Education Management and Policy

Faculty of Education

Nnamdi Azikiwe University, Awka

mo.nwogbo@unizik.edu.ng

07037875400

Forgive Nkiru Amaefule

Department of Education Management and Policy

Faculty of Education

Nnamdi Azikiwe University, Awka

Fn.amaefule@unizik.edu.ng

08179091444

Akulue Nneka Maureen

Department of Educational Foundations

Faculty of Education

Chukwuemeka Odumegwu Ojukwu University, Igbariam

nnekaakulue@mail.com

08064775655

Abstract

This study examined teambuilding and teachers' job performance in public secondary schools in Anambra State. The study was guided by three research questions and three hypotheses. This study employed a correlational research design, targeting a population of 12,083 teachers across 267 public secondary schools in Anambra State. A sample of 604 teachers was selected through proportionate sampling, representing 5% of the population. Data collection involved two self-structured instruments: the Teambuilding Practices Questionnaire (TPQ) and the Teachers' Job Performance Questionnaire (TJPQ). The TPQ, structured into three clusters, assessed collaborative, mentoring, and simulation practices using a four-point rating scale. The TJPQ, also using a four-point scale, assessed job performance. Instrument reliability, tested with Cronbach Alpha, yielded high scores (TPQ: 0.827-0.888; TJPQ: 0.715). Pearson Product Moment Correlation and simple linear regression were used to analyze the data, testing hypotheses at a 0.05 significance level. The study found a significant relationship between collaborative, mentoring, and simulation practices and teachers' job performance in Anambra State's public secondary schools. Collaborative efforts, mentoring, and simulations enhanced knowledge sharing, confidence, creativity, and problem-solving, leading to improved instructional techniques, classroom management, and overall teaching effectiveness, ultimately boosting student outcomes. The study recommended that schools should teambuilding by promoting collaborative practices such as team teaching, joint lesson planning, and professional learning communities to enhance

knowledge sharing and skill development among teachers. School administrators should encourage regular mentoring programs where experienced teachers guide their less experienced colleagues to foster continuous learning, confidence, and skill improvement. Teachers should be provided with opportunities to engage in simulation practices, such as role-playing and classroom scenarios, to enhance practical, experiential learning and refine teaching techniques.

Keywords: Teambuilding, Job Performance, Teachers, Mentoring

Introduction

One of the primary goals for any organization is to improve its performance and successfully achieve organizational objectives. This is typically accomplished by enhancing the performance of its employees, as the workforce plays a crucial role in driving progress. In educational institutions, this dynamic is no different, as the performance of teachers is critical to achieving the school's goals. The success of any school largely depends on how well its teachers perform in their roles, as they are the main drivers of student learning and overall academic excellence. Teachers are tasked with not only delivering lessons but also inspiring and guiding students toward intellectual growth and success. As Stronge (2018) defined, teachers' job performance is the ability of teachers to effectively deliver instructional content, manage classroom activities, and engage students in meaningful learning experiences. Okafor (2024) also described teachers job performance as how

well teachers use teaching strategies, instructional materials, and assessment techniques to meet educational objectives.

In schools, as Iordye and Jato (2023) explained, improved teacher performance leads to better educational outcomes, a higher rate of student achievement, and an overall enhanced learning environment. When teachers are motivated, well-trained and supported, they are more likely to be effective in their roles, fostering a positive learning culture. Oluwatayo, et. al., (2024) added that the performance of teachers is a key indicator of the school's ability to achieve its goals, which may include improved student performance, enhanced reputation, and a stronger connection with the community. It for some of these reasons school managements are making frantic efforts in making sure teachers' job performance is improved. As a result, some principals had made efforts to adopt team building practices

to ensure teachers' job performance is improved.

Team building practice according to Obiekwe, et. al., (2023) is the structured activities and exercises designed to foster collaboration, trust and effective communication among team members. It aims to enhance interpersonal relationships and improve the team's ability to work together toward shared goals. More so, Fajana (2012) refers to team building practice as a process of creating an integration of resources and inputs, working in harmony to achieve organizational goals, where roles are prescribed for every organization member, challenges are equally faced and incremental improvements are sought continually. Teams possess the capabilities to quickly assemble, deploy, refocus and utilize materials in such a manner that could lead to efficient achievement of desired organizations goal.

Engaging in team-building activities, Georgopoulou (2024) pointed out that teachers develop stronger relationships, which leads to improved cooperation in lesson planning, classroom management, and addressing student needs. When teachers work together harmoniously, they can share

knowledge, teaching strategies, and innovative approaches, ultimately enhancing the quality of education provided to students. Loizou (2024) added that team building helps to create a supportive environment where teachers feel valued and motivated. This boosts their job satisfaction and commitment, leading to greater productivity and a positive attitude towards their roles. It also encourages problem-solving and collective decision-making, which are essential in addressing challenges within the school setting. Some of the ways team building practices have helped in the improvement of teachers' job performance are collaborative, mentoring and teaching simulation practices.

Collaboration as stated by Amanov (2023) is the process where individuals or groups work together towards a common goal, sharing ideas, resources, and responsibilities. It involves open communication and coordination to achieve outcomes that would be challenging to attain independently. Waham, et. al., (2023) stated that collaboration is a cooperative effort where different parties contribute their expertise and perspectives to solve problems, complete tasks or create new solutions. It emphasizes mutual engagement and collective problem-

solving, leveraging diverse skills and viewpoints to enhance results. In schools, when teachers collaborate, they share resources, strategies, and insights, leading to improved lesson planning and more effective teaching methods. Collaborative practices, such as team teaching and peer observations, allow teachers to learn from each other's experiences and best practices, leading to professional growth and innovation in the classroom.

More so, mentoring practices have been identified as another team-building strategy that positively influences teachers' job performance. Mentoring practices according to Davis, et. al., (2023) involve providing guidance, support, and feedback to less experienced individuals by a more experienced mentor. This process includes sharing knowledge, offering advice, and helping mentees navigate professional or personal challenges, fostering their growth and development. Weinberg and Scandura (2024) added that mentoring practices focus on facilitating skill development and career advancement through regular interactions between a mentor and a mentee. The mentor provides insights, encourages learning, and helps the mentee set and achieve career goals,

enhancing their overall effectiveness and opportunities in their field.

Teachers' mentoring practices improve job performance by providing valuable support and guidance from more experienced colleagues. Mentoring helps newer or less experienced teachers develop their skills and confidence by offering insights into effective teaching strategies, classroom management techniques, and curriculum planning. Okeke-Ezenyanwu and Enwere (2023) stated that through regular feedback and reflective discussions, mentors help mentees identify areas for improvement and set professional goals. Mentoring also fosters a collaborative environment where teachers can share best practices and resources, leading to enhanced teaching methods and a more cohesive approach to education. This support system reduces feelings of isolation and stress, increasing job satisfaction and motivation. By promoting professional growth and offering practical advice, mentoring practices help teachers refine their skills, improve their classroom effectiveness, and ultimately contribute to better student outcomes. Mentoring enhances teachers' overall

performance and supports their continuous development in the profession.

Teachers' simulation as Obiekwe, et. al., (2023) stated are role-playing exercises where educators enact various classroom scenarios to practice and refine their teaching strategies. These simulations mimic real-life classroom situations, allowing teachers to explore different approaches to lesson delivery, classroom management, and student interaction in a controlled environment. Teachers' simulation is an interactive training tool that uses simulated environments or scenarios to help educators develop and enhance their instructional skills. These simulations often involve technology or structured exercises that replicate classroom challenges, enabling teachers to practice decision-making, problem-solving, and response strategies to improve their overall teaching effectiveness.

Teachers' simulation improves job performance by providing a safe and controlled environment for educators to practice and refine their skills. Through simulated classroom scenarios, teachers can experiment with different teaching strategies,

classroom management techniques, and responses to various student behaviors without the immediate pressure of a real classroom setting. This hands-on approach allows them to identify effective methods, adjust their techniques, and build confidence in their abilities. Simulations also offer opportunities for teachers to receive constructive feedback and reflect on their practices, leading to continuous professional development. By engaging in these interactive exercises, teachers can better prepare for diverse classroom situations, enhance their problem-solving skills, and improve their overall instructional effectiveness. This experiential learning approach ultimately leads to more effective teaching, better classroom management, and improved student outcomes, contributing significantly to teachers' job performance and satisfaction.

The significance of an effective team-building process is crucial, as the performance of well-constructed teams directly contributes to overall organizational success (Obiekwe, Mobalade, and Akinade, 2022). Consequently, many schools are shifting their focus from individual tasks to

team-based operations because teachers in Nigeria face numerous challenges that hinder their job performance, ranging from inadequate resources, overcrowded classrooms, and low remuneration to insufficient professional development opportunities. These obstacles, coupled with the economic instability in the country, often lead to teacher burnout, reduced motivation, and a lack of job satisfaction. As a result, students' academic outcomes are negatively impacted, and the overall quality of education suffers. In this context, improving teachers' job performance has become an urgent priority.

Statement of the Problem

Teachers in Nigeria face a range of challenges that significantly affect their job performance. One of the most prominent issues is inadequate remuneration. Many teachers earn low wages, which negatively impacts their motivation and overall job satisfaction. This financial strain often forces teachers to seek additional sources of income, leading to fatigue and reduced focus on their primary teaching responsibilities. Another critical challenge is the lack of teaching resources and infrastructure. Overcrowded classrooms, insufficient teaching materials,

and outdated facilities create an environment where teachers struggle to deliver quality instruction. Additionally, the shortage of professional development opportunities means teachers have limited chances to update their knowledge and teaching methods, making it difficult to keep up with modern educational standards.

The heavy workload and large class sizes also contribute to stress and burnout among teachers. Many are expected to manage classrooms with minimal administrative support, which hinders their ability to provide personalized attention to students. Additionally, the economic instability in Nigeria compounds these issues, making it harder for schools to invest in resources or training for their teachers. These challenges collectively diminish the overall job performance of teachers, ultimately affecting student outcomes and the quality of education in the country. Unfortunately, Anambra State is not exempted from these situations and as a result, many teachers' job performance is being affected. It is for this reason this study was carried out to investigate teambuilding practices and teachers' job performance in secondary schools in Anambra State.

Objectives of the Study

The main objective of the study is to investigate teambuilding practices and teachers' job performance in secondary schools in Anambra State. Specifically, this study seeks to:

1. Examine the relationship between collaborative practices and teachers' job performance in public secondary schools in Anambra State
2. Determine the relationship between mentoring practices and teachers' job performance in public secondary schools in Anambra State
3. Ascertain the relationship between teachers' simulation practices and teachers' job performance in public secondary schools in Anambra State

Hypotheses

This study tested the following hypotheses at 0.05 level of significant.

- H₀₁: There is no significant relationship between collaborative practices and teachers' job performance in public secondary schools in Anambra State
- H₀₂: There is no significant relationship between mentoring practices and

teachers' job performance in public secondary schools in Anambra State

- H₀₃: There is no significant relationship between teachers' simulation practices and teachers' job performance in public secondary schools in Anambra State

METHODS

This study adopted correlational research design. The population of the study was 12083 teachers in 267 public secondary schools in Anambra State. The sample size for the study was 604 teachers. Proportionate sampling technique was used to select 5% of the population of the teachers. The study had two instruments for data collection and the instruments were self-structured questionnaire. The first questionnaire was titled: Teambuilding Practices Questionnaire (TPQ). The questionnaire had two sections, A and B respectively. Section A sought for information on the demographic variable of the respondents. Section B had three clusters such as Clusters B₁ to B₃. B₁ sought for data on collaborative practices, B₂ sought data for mentoring practices and B₃ sought for data on teachers' simulation practices. Each cluster had 10 items and structured on a four-point rating scale. The rating scales were Strongly Agree (SA) – 4, Agree (A) – 3, Disagree (D)

– 2 and Strongly Disagree (SD) – 1. On the other hand, the second instrument was titled: Teachers’ Job Performance Questionnaire (TJPQ) and had 15 items which were also structured on a four-point rating scale: Strongly Agree (SA) – 4, Agree (A) – 3, Disagree (D) – 2 and Strongly Disagree (SD) – 1. The instruments were validated by three research experts. The instruments were subjected to test re-test using 15 teachers in public secondary schools of Enugu State. Cronbach Alpha was employed to determine the internal consistency of the instruments. The TPQ instrument had reliability scores of B1 = 0.827, B2 = 0.822 and B3 = 0.888 while the TJP had reliability score of 0.715. These scores indicated that the instruments were reliable for the study. The copies of the questionnaires were distributed to the respondents with the assistance of two

research assistants. The research assistants were given clear instructions on their responsibilities during data collection. The copies of the questionnaires were administered directly to the respondents. Some teachers who were unavailable at the time were given the questionnaires to complete later. After two days, the completed copies of the questionnaires were collected from those teachers. In total, 521(86.26%) copies of the questionnaire were administered to the respondents. After thorough scrutiny of the returned copies of the questionnaire, 509(84.27%) copies were correctly filled and used for data analysis. The data obtained from the questionnaires were analyzed using Pearson Product Moment Correlation, while simple linear regression was employed to test the hypotheses at a 0.05 significance level.

RESULTS

Research Question One: What is the relationship between collaborative practices and teachers’ job performance in public secondary schools in Anambra State?

Table 1: The relationship between collaborative practices and teachers’ job performance in public secondary schools in Anambra State

		Job Performance	Collaborative Practices
Job Performance	Pearson Correlation	1	.800**
	Sig. (2-tailed)		.000
	N	509	509
Collaborative Practices	Pearson Correlation	.800**	1

Sig. (2-tailed)	.000	
N	509	509

Table 1 shows the relationship collaborative practices and teachers' job performance in public secondary schools in Anambra State. The results revealed that the r-value was 0.80 with a p-value of 0.00. This implies that there is relationship between collaborative practices and teachers' job performance in public secondary schools in Anambra State.

Research Question Two: What is the relationship between mentoring practices and teachers' job performance in public secondary schools in Anambra State?

Table 2: The relationship between mentoring practices and teachers' job performance in public secondary schools in Anambra State

		Job Performance	Mentoring Practices
Job Performance	Pearson Correlation	1	.807**
	Sig. (2-tailed)		.000
	N	509	509
Mentoring Practices	Pearson Correlation	.807**	1
	Sig. (2-tailed)	.000	
	N	509	509

Table 2 shows the relationship mentoring practices and teachers' job performance in public secondary schools in Anambra State. The results revealed that the r-value was 0.81 with a p-value of 0.00. This implies that there is relationship between mentoring practices and teachers' job performance in public secondary schools in Anambra State.

Research Question Three: What is the relationship between teachers' simulation practices and teachers' job performance in public secondary schools in Anambra State?

Table 3: The relationship between simulation practices and teachers' job performance in public secondary schools in Anambra State

		Job Performance	Mentoring Practices
Job Performance	Pearson Correlation	1	.823**
	Sig. (2-tailed)		.000
	N	509	509
Mentoring Practices	Pearson Correlation	.823**	1
	Sig. (2-tailed)	.000	
	N	509	509

Table 3 shows the relationship simulation practices and teachers' job performance in public secondary schools in Anambra State. The results revealed that the r-value was 0.82 with a p-value of 0.00. This implies that there is relationship between mentoring practices and teachers' job performance in public secondary schools in Anambra State.

Hypotheses

This study tested the following hypotheses at 0.05 level of significant.

Hypothesis One

H₀₁: There is no significant relationship between collaborative practices and teachers' job performance in public secondary schools in Anambra State

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.032	3.427		.593	.561
	Collaborative Practices	0.800	.173	.845	6.788	.000

a.

Dependent Variable: Teachers' Job Performance

The results of hypothesis one revealed that the standardized coefficients beta is .848, the t-value is 6.788 while the p-value was .000 which was less than 0.05 level of significance. Based on the value of the p-value, the null hypothesis was rejected while the alternative hypothesis was retained. There is significant relationship between collaborative practices and teachers' job performance in public secondary schools in Anambra State

Hypothesis Two

H₀₂: There is no significant relationship between mentoring practices and teachers' job performance in public secondary schools in Anambra State

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.848	5.281		.539	.596
	Mentoring Practices	.807	.151	.882	4.213	.001

a. Dependent Variable: Teachers' Job Performance

The results of hypothesis two revealed that the standardized coefficients beta is .807, the t-value is 4.213 while the p-value was .001 which was less than 0.05 level of significance. Based on the value of the p-value, the null hypothesis was rejected while the alternative hypothesis was retained. There is significant relationship between mentoring practices and teachers' job performance in public secondary schools in Anambra State.

Hypothesis Three

H₀₃: There is no significant relationship between teachers' simulation practices and teachers' job performance in public secondary schools in Anambra State

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.640	1.397		4.039	.001
	Simulation Practices	.823	.052	.859	14.319	.000

a. Dependent Variable: Teachers' Job Performance

The results of hypothesis three revealed that the standardized coefficients beta is .959, the t-value is 14.319 while the p-value was .000 which was less than 0.05 level of significance. Based on the value of the p-value, the null hypothesis was rejected while the alternative hypothesis was retained. There is significant relationship between teachers' simulation practices and teachers' job performance in public secondary schools in Anambra State.

Discussions

There is significant relationship between collaborative practices and teachers' job

performance in public secondary schools in Anambra State. When teachers engage in collaboration through team teaching, joint

lesson planning, and professional learning communities, it promotes knowledge sharing and skill development. According to Vangrieken, et al., (2015), such collaboration fosters a supportive environment, reduces stress, and increases teachers' motivation, leading to improved classroom practices. Olatunde-Aiyedun and Ogunode (2020) also noted that collaboration enables teachers to address challenges collectively, enhancing problem-solving and adaptability in their roles. As a result, these collaborative efforts contribute to better instructional delivery and overall job performance in schools.

There is significant relationship between mentoring practices and teachers' job performance in public secondary schools in Anambra State. Through mentoring, experienced teachers share knowledge and strategies with less experienced colleagues, enhancing their teaching skills and confidence. According to Nnaji, et. al., (2022), mentoring promotes continuous learning, helps teachers navigate challenges, and fosters a sense of community within the school. Additionally, Botha and Hugo (2021) found that effective mentoring leads to improved classroom management, better

instructional techniques, and increased job satisfaction, all of which contribute to enhanced performance and student outcomes in secondary schools.

There is significant relationship between teachers' simulation practices and teachers' job performance in public secondary schools in Anambra State. Simulation practices significantly enhance teachers' job performance in public secondary schools by providing practical, experiential learning opportunities. These practices, such as role-playing and simulated classroom scenarios, help teachers refine their instructional techniques and classroom management skills. According to Asamany (2023), simulations allow teachers to engage in hands-on problem-solving and decision-making, which improves their confidence and teaching effectiveness. Elendu, et. al., (2024) added that simulation practices offer a safe environment for teachers to experiment with new methods and approaches, fostering creativity and adaptability. Ultimately, these practices contribute to more dynamic teaching and improved student engagement, leading to better job performance.

Conclusion

In conclusion, there is a clear and significant relationship between collaborative, mentoring, and simulation practices and teachers' job performance in public secondary schools in Anambra State. Collaborative efforts, such as team teaching and joint lesson planning, enhance knowledge sharing and reduce stress, resulting in better classroom practices and problem-solving. Mentoring provides essential support, enabling experienced teachers to guide their peers, fostering continuous learning, confidence, and improved instructional techniques. Similarly, simulation practices offer practical learning experiences that refine teachers' skills, encourage creativity, and improve classroom management. Collectively, these strategies enhance teaching effectiveness, leading to better student outcomes and overall job performance in schools.

Recommendations

1. Schools should teambuilding by promoting collaborative practices such as team teaching, joint lesson planning, and professional learning communities to enhance knowledge sharing and skill development among teachers.
2. School administrators should encourage regular mentoring programs where experienced teachers guide their less experienced colleagues to foster continuous learning, confidence, and skill improvement.
3. Teachers should be provided with opportunities to engage in simulation practices, such as role-playing and classroom scenarios, to enhance practical, experiential learning and refine teaching techniques.

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