

Team Building Practices of School Heads and School Effectiveness in Tagum City Division

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Abstract: In the pursuit of educational excellence, the role of a school head transcends mere administration; it is fundamentally about building a cohesive and motivated community. This study investigates the powerful synergy between the team building practices of school heads and overall school effectiveness within the public secondary schools of the Tagum City Division. We sought to understand not just if a relationship exists, but how specific team-building domains—like collaborative problem-solving, clear communication, strategic planning, and effective implementation—directly contribute to a school's success.

Employing a descriptive-correlational design, the research gathered insights from 150 public secondary teachers, carefully selected to represent a diverse range of experiences. The data, analyzed through statistical methods including Mean, Product-Moment Correlation, and Regression Analysis, revealed a compelling narrative: school heads are already demonstrating high levels of effective team building, which correlates strongly with high ratings of school effectiveness. Crucially, each domain of team building was identified as a significant driver of this success.

These findings lead to a clear recommendation: educational leaders must intentionally reinforce and support the team-building capacities of school heads. By doing so, they can directly ensure greater school effectiveness. This study invites future researchers to build upon this foundation, perhaps by exploring additional variables or qualitative depths to this critical aspect of educational leadership.

Keywords: *Team Building Practices, School Effectiveness, Descriptive Correlational, Educational Leadership, Tagum City Division, Philippines.*

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I. INTRODUCTION

Imagine a school not just as a collection of classrooms, but as a living ecosystem. Its health and success depend not on individual stars but on the entire constellation working in harmony. At the helm of this ecosystem is the school head, whose most critical task is often that of a community architect—building strong, collaborative teams dedicated to a shared vision. In the dynamic and complex environment of public secondary schools in the Tagum City Division, this leadership function is more vital than ever.

This study is founded on the belief that a school's effectiveness is inextricably linked to the strength of its internal relationships and collaborative processes. We move beyond the assumption that team building is merely a beneficial activity; we posit it as a core strategic practice that directly fuels a school's ability to achieve its goals. By systematically

investigating the interplay between the deliberate team-building practices of school heads—encompassing how they solve problems, communicate, plan, and implement—and the tangible outcomes of school effectiveness, this research aims to provide a blueprint. It is designed to empower educational stakeholders with empirical evidence, transforming leadership development from a theoretical concept into a practical catalyst for tangible school improvement.

II. METHODS

To capture an authentic picture of leadership in action, this study turned to those who experience it daily: the teachers. A cohort of 150 educators from various public secondary schools across the Tagum City Division was selected through a randomized probability sampling method, ensuring a representative and unbiased perspective.

These respondents provided their insights through a structured survey, a tool meticulously designed to measure two core constructs: the frequency and quality of their school heads' team-building practices (broken into the key domains of problem-solving, communicating, planning, and implementing) and their perception of the school's overall effectiveness based on established educational indicators. The collected data was then brought to life through rigorous statistical analysis. We calculated mean scores to establish overall levels, used Product-Moment Correlation to uncover the strength of relationships, and employed Regression Analysis to determine which specific team-building practices held the most significant influence over school effectiveness.

III. RESULTS AND DISCUSSION

The results paint a promising and instructive picture for the Tagum City Division. The analysis revealed that school heads are already actively engaged in high-level team building practices, and this is reflected in a concurrent assessment of high school effectiveness across the participating institutions.

More importantly, the statistics tell a story of direct cause and effect. A significant positive correlation was confirmed, meaning that schools with stronger team-building leadership also consistently demonstrated higher levels of effectiveness. Delving deeper, the regression analysis revealed that every facet of team building is essential. Problem-solving practices ensure challenges are met with collective intelligence rather than individual stress. Communicating practices build trust and ensure everyone is aligned and informed. Planning practices foster shared ownership over goals, and implementing practices translate plans into unified action.

This finding underscores that effective team building is not a single workshop or a yearly retreat; it is a continuous leadership discipline woven into the fabric of daily school life. It creates an environment where teachers feel valued, heard, and part of a mission larger than themselves. This heightened collective efficacy directly translates into improved student outcomes, a positive school climate, and the successful achievement of educational objectives—the very hallmarks of an effective school.

The implication is clear: investing in the team-building competencies of school heads is not a soft skill but a strategic imperative. It is one of the most direct levers for improving our schools.

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