

INTERVENTION MANAGEMENT STRATEGIES AS PREDICTORS OF TEACHERS' JOB EFFECTIVENESS IN PUBLIC POST BASIC SCHOOLS IN ADAMAWA STATE, NIGERIA

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Abstract

The study examined principals' management intervention strategies as predictors of teachers' job effectiveness in public post basic schools in Adamawa State, Nigeria. Three specific objectives, three research questions, and three null hypotheses guided the study. A correlational research design was adopted. The target population consisted of principals, teachers, School-Based Management Committee members, and school inspectors; a sample of 667 respondents (99 principals, 428 teachers, 122 SBMC members, and 18 school inspectors) was selected using multistage, proportionate, and simple random sampling techniques. Data collection employed two structured instruments—the Principals Management Intervention Strategies Questionnaire (PMISQ) and the Teachers Job Effectiveness Questionnaire (TJEQ) validated by experts with reliability coefficients of 0.86 and 0.82 (Cronbach Alpha), respectively. Descriptive statistics of (mean and standard deviation) were used to answer research questions, while inferential statistics of simple linear and multiple regression were used in testing the null hypotheses at the 0.05 significance level. The results revealed that professional development intervention management strategy was at moderate level (means = 3.31, SD = 1.09), yet had statistically significant prediction ($\beta = 0.701, t = 9.682, p < 0.05$). Similarly, motivational intervention management strategy was high (mean = 3.64, SD = 1.10; $\beta = 0.475, t = 5.309, p < 0.05$). Overall, the principals' combined management interventions significantly predicted teachers' job effectiveness, with professional development emerging as the strongest predictor. The study concludes that effective intervention management strategies particularly instructional leadership, supportive supervision, professional development, decision-making, and motivation are vital for improving teachers' job effectiveness in secondary schools. Recommendations include regular professional development activities, systematic supportive supervision, increased teacher participation in decision-making, and enhanced motivational and resource support for teachers.

Keywords: Intervention Management Strategies, Professional Development Programme Strategy, Motivational Intervention Strategy, and Teachers' Job Effectiveness.

Introduction

Teachers play a fundamental role in shaping the quality of education and student outcomes. To ensure effective teaching practices and continual professional growth, teachers' professional

development is widely recognized as a critical factor. The core of every educational system, but notably one in Nigeria, is its teachers. As a result, teachers make up a sizable portion of the labour force and are at the forefront of the

fight for national development (Odu-Dikoro, 2022). This may be because teachers play outstanding roles in the growth of the labour force and the accomplishment of national educational objectives in the country. In the light of this, the National Policy on Education stated that teacher's education, training and development shall continue to be given major emphasis in all educational planning and development (Chukwueze, 2023). The quality of secondary school education of a nation could be determined by the teachers' job effectiveness, especially in classrooms.

Teachers' job effectiveness refers to the effectiveness and quality with which teachers fulfill their roles and responsibilities in the classroom and school setting (Gikunda, 2016). Teachers' job effectiveness plays a dominant role in the academic success of students at the secondary level of education (Odu-Dikoro, 2022). Griffin (2012) stated that job effectiveness is an act of accomplishing or executing a given task. According to the Griffin, teacher job effectiveness is the extent to which teachers accomplish their task of teaching at a particular period in the school system in achieving organisational goals. Teachers' job effectiveness often encompasses a wide range of factors such as preparation of lesson notes, preparation of lesson plan based on prescribed curriculum in accordance to weekly scheme of work, adherence to lesson time table, enforcement of classroom discipline, high students' classroom engagement, personalized instruction, classroom management, effective use of instructional strategies and resources that contribute to successful teaching and positive student outcomes in schools (Chukwueze, 2023).

Observation has however shown that the enthusiasm and devotion of teachers to their duty in schools are no longer the traits that characterized the teaching

profession. Worried about professional laxity on the part of some teachers, Nnebedum and Akinfolarin (2017) expressed that principals' managerial practices be directed towards attitudinal transformation of teachers by instilling positive attitude to work among teachers. The authors maintained that many teachers come early to school and clock in and leave the school to pursue their personal business. Asiyai (2017) reported constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement out of school before close of school and display of truancy towards class attendance among some public secondary school teachers. Tonwe (2017) averred that principals management strategies involve the act of giving assistance, encouragement and stimulation to staff by the management to enhance their performance towards the achievement of objectives. In school setting, principals' management strategies include an attempt to achieve a goal that is to create learners' involvement and cooperation in all school activities and to establish an environment conducive for teaching and learning.

Intervention management are the procedures, styles and techniques used by secondary school principals, School Based Management Committee (SMBC) and school inspectors to manage behaviours of personnel (teaching staff) activities in any school organization (Muoto et al., 2024). Management intervention strategies involve providing for teachers' welfare, professional growth through professional development programmes, supportive supervision, giving rewards, counseling staff members and school organizational career planning (Muoto *et al.*, 2024). According to the authors, principals management intervention strategies includes; teachers' welfare, professional development programmes, supportive supervision, rewards, counseling staff members and school organizational career

planning. Amadi *et al.* (2019) opined that for improved performance in the school organization, principals should adopt vital management intervention strategies such as instructional leadership, teamwork, staff appraisal, decision-making, training and development of staff. Therefore, within the context of this study, the researchers focused on principals' management intervention strategies of professional development programmes and motivational intervention management strategies. Muoto *et al.* (2024) revealed that there is a strong positive relationship between principals' instructional leadership strategy and teachers' job effectiveness in public secondary schools. This finding suggests that an increase in principals' instructional leadership intervention strategy is associated with an increase in teachers' commitment to work in public secondary schools.

Professional development intervention management strategy includes all forms of supported learning opportunities, including academic coursework, conferences, workshop programs, seminars, mentorship, correspondence course, in-service training and informal learning opportunities purposively geared towards enhancing teachers' job effectiveness (Obineme, 2020). Professional development programmes refers to the information and abilities acquired for both career advancement and personal development. Iyunade (2017) described teacher professional development as the education-sector activity that trains teachers to acquire the competencies and skills needed to raise teacher quality; Darling-Hammond et al (2017) note that effective professional development programmes changes teachers' practice and improves student outcomes, Such improvements are often achieved through seminars, workshops, and collaborative activities (Obidike, 2016). By routinely providing well-structured professional development opportunities, teachers can

acquire up-to-date pedagogical approaches and practical techniques from subject-matter experts. Regular and adequately scheduled workshops expose educators to contemporary strategies including curriculum design, assessment practices, classroom management, technology integration, and reflective teaching as well as opportunities for peer mentoring and collaborative problem-solving. Over time, this sustained capacity-building strengthens instructional practice and promotes better student engagement and achievement, thereby raising the overall quality of teaching and learning in the classroom (Hussaini, 2019). Motivation is a critical variable in educational institutions as it upgrades teachers' effectiveness and efficiency. In truth, it is essential in deciding the effect of education. This is on account of the fact that motivated teachers will probably be focused on educational improvement of students and achievement of learning outcomes (Raphael & Onyeike, 2020).

Principals' motivational intervention management strategy refer to the ability to drive teachers towards achieving school goals by taking immediate care of their welfare among other psychological and emotional needs (Raphael & Onyeike, 2020). The authors discovered that motivation drives human beings to reach personal as well as organizational goals through challenges and constraint they face in their workplace; considering it as an advantage to go ahead in the direction they have put for themselves. Appiah (2015) also explained that motivation is the driving force that propels or energizes behaviour of workers to put up their maximum best in order to ensure higher productivity. These explanations on the role of supervisors' motivation of teachers imply that school success depends heavily on teacher motivation, and supervisors will be empowered when they understand what motivates their teachers especially during supervision. Teachers should be motivated

with a specific end goal to enhance their job effectiveness (Raphael & Onyeike, 2020). By and large, pay rates and wages are imperative stimulating components since they go far in fulfilling fundamental needs. In the event that a teacher is not motivated, the nature of job effectiveness will weaken. Motivation plays a vital role in reaching and fulfilling the goals and objectives of an organisation by trying to motivate, inspire, and raising their satisfaction and self-esteem in order to be highly productive which in turn will lead to the fulfilment of organisation's goals and objectives (Gümüş, 2019).

Ejiogu and Ogonor (2016) observed that motivation enables school leadership and management to direct teachers' energy towards maximum achievement of goals and objectives of the school. Motivation is perceived as stimulations which inspire teacher towards achieving greater teaching effectiveness (Osegbue, *et al.*, 2018) They further stressed that motivational strategies direct and control the behaviour of teachers to achieve maximum output. Similarly, Orodho (2013) posited that motivated teachers are resilient, creative and committed in the quest for enhancing teaching and learning in the school, thereby offering the kind of qualitative education needed for achieving a sustainable economic development. In their own view Ejiogu and Ogonor (2016) asserted that school principals should use various incentives to motivate teachers so as to have good working relationship and better understanding with teachers in the school.

However, there are many factors that motivate people to work (Ani, 2015). Motivation is a critical variable in educational institutions as it upgrades staff productivity and efficiency (Ekpoh & Eze, 2015). In truth, it is essential in deciding the effect of education. Despite the investments made in various professional development programmes, there is a need

to comprehensively examine whether these initiatives have a discernible impact on the performance of teachers in the classroom, the administrative efficiency of school management, and the overall educational outcomes for students. Also, a lack of empirical evidence on this critical correlation hinders the State's ability to strategically allocate resources, improve the quality of education, and enhance the professional development programs themselves.

The researchers found many teachers lacked professionalism, exhibiting absenteeism, chronic lateness, unauthorized departures and other indiscipline; some were seeking other jobs. Their poor effectiveness and work attitude could prevent senior secondary schools in the area from meeting their goals. The consequences of poor teacher job effectiveness can be detrimental to both students and the education system, resulting in uneven learning outcomes, low student motivation, and diminished trust in the education system. To address this issue, a thorough investigation is required to uncover the nature and strength of principals' intervention management strategies as predictors of teachers' job effectiveness in Post Basic Schools in Adamawa State. Hence, this study sought to examine principals' management intervention strategies as a predictor of teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria.

Purpose of the Study

This study examined intervention management as a predictor of teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria. Specifically, the study sought to determine:

1. Professional development intervention management strategy as a predictor of teachers' job effectiveness in Senior Secondary

- Schools in Adamawa State, Nigeria.
2. Motivational intervention management strategy as a predictor of teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria.
 3. Intervention management strategies (instructional leadership, supportive supervision, professional development, decision-making and motivational) as predictors of teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria.

Research Questions

The following research questions were raised to guide the study:

1. What is the level of professional development intervention management strategy in Senior Secondary Schools in Adamawa State, Nigeria?
2. What is the level of motivational intervention management strategy in Senior Secondary Schools in Adamawa State, Nigeria?
3. What is the level of teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria?

Hypotheses

The following null hypotheses were formulated to guide the study and were tested at 0.05 level of significance:

- Ho₁:** Professional development intervention management strategy does not significantly predict teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria.
- Ho₂:** Motivational intervention management strategy does not significantly predict teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria.

- Ho₃:** Intervention management strategies (professional development & motivational) do not significantly predict teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria.

Methodology

Correlational research design was adopted for this study. The geographical area of this study is Adamawa State, Nigeria. The population of this study is 4,876 respondents. This population consists of 248 principals, 4,277 teachers from Senior secondary schools in three Education Zones in Adamawa State. The sample for this study is 667. This sample size consist of 99 principals (40% of 248), 428 teachers (10% of 4,277) 122 SBMC's members (40% of 305), and 18 inspectors (40% of 46). Multi-stage sampling procedure was adopted for the study. Two adapted instruments were used for data collection. The questionnaires are tagged "Principals' Intervention Management Strategies Questionnaire (PIMSQ)" and "Teachers' Job Effectiveness Questionnaire (TJEQ)". PMISQ was adapted from Muoto *et al.*, (2024), while TJEQ was adapted from Odu-Dikoro (2022).

Three experts validated the instruments. The instruments yielded a Content Validity Index of 0.85 for "Principals' Intervention Management Strategies Questionnaire (PIMSQ)" and, 0.90 for "Teachers' Job Effectiveness Questionnaire (TJEQ)". To determine the internal consistency of the instruments, the responses of 30 respondents comprising 27 teachers and 3 principals were subjected to reliability analysis using Cronbach Alpha Method. Particularly, test of internal consistency was employed in determining the reliability coefficients of the two instruments. A reliability coefficients of 0.86 and 0.82 were obtained for "Principals' Intervention Management Strategies Questionnaire (PIMSQ)" and

“Teachers’ Job Effectiveness Questionnaire (TJEQ)”. The direct delivery approach was used in administering and retrieving the questionnaires.

Data collected for the study were analysed using descriptive statistics of Mean and Standard Deviation to answer the research questions raised. The decision rule was based on the real limit of numbers as shown below; 4.50 – 5.00 as Very High Level; 3.50 – 4.49 as High Level; 2.50 – 3.49 as Moderate Level; 1.50 – 2.49 as Low Level; and 1.00 – 1.49 as Very Low

Level. The Simple Linear and multiple-regression analyses were used in testing null hypotheses. The decision rule for the null hypotheses was that; if $p \leq 0.05$ the hypothesis is rejected, but when $p \geq 0.05$, we do not reject the hypothesis.

Results

Research questions were raised and answered using descriptive statistics of mean and standard deviation, while the hypotheses were tested at 0.05 level of significance using simple linear and multiple-regression analyses.

Research Question 1: What is the level of professional development intervention management strategy in Senior Secondary Schools in Adamawa State, Nigeria?

Table 1: Mean and Standard Deviation of Level of Professional Development Intervention Management Strategy in Senior Secondary Schools

S/N	Item (n = 568)	Mean	S. D	Remark
1	Supported learning opportunities through conference attendance	3.32	1.01	ML
2	Supported learning opportunities through workshop programs	3.21	0.99	ML
3	Enhancing teachers lesson plan preparation during improved mentoring programme	3.21	1.14	ML
4	Equipping teachers with relevant up-to-date I.C.T skills through seminar participation	3.26	1.06	ML
5	Helping teachers to set achievable goals through correspondence course	3.24	1.11	ML
6	Keeping teachers abreast with latest teaching ethics through orientation courses	3.01	1.16	ML
7	Equipping teachers with 21st century classroom management techniques via open and distance learning	3.02	1.19	ML
8	Equipping teachers with skills on proper use of improvised instructional materials via induction	4.17	1.03	HL
Grand Mean		3.31	1.09	ML

Source: Field, Survey, 2025

As presented in Table 1, item means varied from 3.01 to 4.17, with SDs between 0.99 and 1.19. Most items, such as workshops, seminars, mentoring, and ICT skill acquisition, were rated moderate (ML), indicating that professional development opportunities are somewhat

limited or inconsistently implemented. Only the induction program for improvised instructional materials scored high (HL). The grand mean of 3.31 (SD = 1.09) suggests an overall moderate level of professional development interventions management strategy.

Research Question 2: What is the level of motivational intervention management strategy in Senior Secondary Schools in Adamawa State, Nigeria?

Table 2: Mean and Standard Deviation of Level of Motivational Intervention Management Strategy in Senior Secondary Schools

S/N	Item (n = 568)	Mean	S. D	Remark
9	Giving teachers bonus allowance due to current hike in transportation fare	3.97	1.02	HL
10	Provision of conducive staff rooms with state of the art facilities	3.54	1.10	HL
11	Timely payment of housing allowance to teachers	3.59	1.02	HL
12	Giving soft loans to teachers to curb current economic hardship	4.01	0.95	HL
13	Provision of recreational facilities for teachers to relax	3.59	1.16	HL
14	Provision of health insurances for teachers	3.35	1.24	ML
15	Annual payment of childcare reimbursement to teachers	3.26	1.17	ML
16	Giving teachers fringe benefits (such as tuition assistance, cafeteria subsidies)	3.79	1.15	HL
Grand Mean		3.64	1.10	HL

Source: Field, Survey, 2025

Item means ranged from 3.26 to 4.01, with SDs from 0.95 to 1.24 (Table 2). High-rated items include teacher bonuses, soft loans, and fringe benefits, reflecting strong motivational support. Some items, such as health insurance and childcare

reimbursement, were moderate (ML), suggesting partial implementation of some motivational strategies. The grand mean of 3.64 (SD = 1.10) indicates an overall high level of motivational interventions management strategy.

Research Question 3: What is the level of teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria?

Table 3: Mean and Standard Deviation of Level of Teachers' Job Effectiveness in Senior Secondary Schools

S/N	Item (n = 99)	Mean	S. D	Remark
1	preparation of lesson notes	3.31	0.93	ML
2	preparation of lesson plan based on prescribed curriculum	3.71	1.01	HL
3	Adherence to lesson time table	3.30	0.91	ML
4	Enforcement of classroom discipline	3.16	1.11	HL
5	High students' classroom management	3.58	0.99	HL
6	Personalized instruction that takes care of learners individual difference	2.95	1.07	ML
7	Ensuring effective use of available instructional materials	2.97	1.15	ML
8	Conducting assembly	3.13	1.38	ML
9	Effective use of ICT facilities for teaching-learning process	2.73	1.28	ML
10	Effective time management during instructional delivery	2.95	1.25	ML
Grand Mean		3.18	1.11	ML

Source: Field, Survey, 2025

As presented in Table 3, means ranged from 2.73 to 3.71, and SDs varied from 0.91 to 1.38, indicating moderate variability in effectiveness. High-rated areas include lesson plan preparation, classroom discipline enforcement, and student management, while areas like

personalized instruction, ICT usage, and time management were rated moderate (ML). The grand mean of 3.18 (SD = 1.11) reflects an overall moderate level of teachers' job effectiveness in the sampled schools.

Hypotheses Testing

Ho₁: Professional development programme intervention management strategy does not significantly predict teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria.

Table 4a: Summary of ANOVA of Professional Development Intervention Management Strategy and Teachers' Job Effectiveness in Senior Secondary Schools

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	27.761	1	27.761	93.749	.000 ^b
	Residual	28.724	97	.296		
	Total	56.485	98			

a. Dependent Variable: Teacher's Job Effectiveness

b. Predictors: (Constant), principals' professional development intervention management strategy

Table 4a indicates that professional development intervention management strategy significantly predicts teachers' job

effectiveness, $F(1, 97) = 93.749$, $p < 0.05$, confirming statistical significance.

Table 4b: Model Summary of Correlation between Professional Development Programme Intervention Management Strategy and Teachers' Job Effectiveness in Senior Secondary Schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.701 ^a	.491	.486	.54417

a. Predictors: (Constant), principals' professional development programmes intervention management strategy

Table 4b shows that professional development programmes intervention management strategy explain 49.1% ($R^2 = 0.491$) of the variance in teachers' job

effectiveness. The prediction ($R = 0.701$) suggests a strong positive relationship with reasonable predictive accuracy (Std. Error = 0.54417).

Table 4c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.834	.248		3.360	.001
	Principals' professional development intervention management strategy	.714	.074	.701	9.682	.000

a. Dependent Variable: Teacher's Job Effectiveness

Table 4c demonstrates that professional development intervention management strategy significantly predicts job effectiveness ($\beta = 0.701$, $t = 9.682$, $p < 0.05$). The unstandardized coefficient B =

0.714 implies that improvements in professional development intervention management strategy increase teachers' effectiveness.

Ho₂: Motivational intervention management strategy does not significantly predict teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria.

Table 5a: Summary of ANOVA of Motivational Intervention Management Strategy and Teachers' Job Effectiveness in Senior Secondary Schools

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.720	1	12.720	28.191	.000 ^b
	Residual	43.766	97	.451		
	Total	56.485	98			

a. Dependent Variable: Teacher's Job Effectiveness

b. Predictors: (Constant), principals' motivational intervention management strategy

Table 5a shows that motivational intervention management strategy significantly predicts teachers' job

effectiveness, $F(1, 97) = 28.191$, $p < 0.05$, confirming statistical significance.

Table 5b: Model Summary of Motivational Intervention Management Strategy and Teachers' Job Effectiveness in Senior Secondary Schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.475 ^a	.225	.217	.67171

a. Predictors: (Constant), principals' motivational intervention management strategy

Table 5b reveals that motivational intervention management strategy accounts for 22.5% ($R^2 = 0.225$) of the variance in teachers' job effectiveness. The correlation $R = 0.475$ indicates a moderate positive relationship, with standard error 0.67171.

Table 5c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.324	.356		3.723	.000
	principals' motivational strategy	.515	.097	.475	5.309	.000

a. Dependent Variable: Teacher's Job Effectiveness

Table 5c shows that motivational intervention management strategy significantly predicts job effectiveness ($\beta = 0.475$, $t = 5.309$, $p < 0.05$). The unstandardized coefficient $B = 0.515$ implies that higher motivational intervention management strategies lead to better teachers' effectiveness.

Ho₃: Intervention management (professional development programme & motivational strategies) do not significantly predict teachers' job effectiveness in Senior Secondary Schools in Adamawa State, Nigeria.

Table 6a: Summary of ANOVA of Intervention Management Strategies and Teachers' Job Effectiveness in Senior Secondary Schools

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	39.608	2	7.922	43.651	.000 ^b
	Residual	16.877	96	.181		
	Total	56.485	98			

a. Dependent Variable: Teacher's Job Effectiveness

b. Predictors: (Constant), principals' professional development intervention management strategy, principals' motivational intervention management strategy

Table 6a indicates that combined intervention management strategies significantly predict teachers' job effectiveness, $F(2, 96) = 43.651$, $p < 0.05$, demonstrating that the overall model is statistically significant.

Table 6b: Model Summary of Intervention Management Strategies and Teachers' Job Effectiveness in Senior Secondary Schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.837 ^a	.701	.685	.42600

a. Predictors: (Constant), principals' professional development intervention management strategy, principals' motivational intervention management strategy

Table 6b shows that the combination of strategies explains 70.1% ($R^2 = 0.701$) of the variance in teachers' job effectiveness,

with a high correlation $R = 0.837$ and standard error 0.42600, indicating strong predictive power.

Table 6c: Coefficients of Beta

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.315	.263		1.197	.234
	principals' professional development intervention management strategy	.240	.096	.236	2.514	.014
	principals' motivational intervention management strategy	-.056	.087	-.051	-.642	.522

a. Dependent Variable: Teacher's Job Effectiveness

Table 6c reveals that among the two strategies, only professional development intervention management strategy ($\beta = 0.236$, $p < 0.05$) significantly contribute to teachers' job effectiveness. Motivational intervention management strategies was not significant when combined, indicating overlapping effects with other strategies.

Summary of Findings

The following are the summary of the findings of the study:

The following are the summary of the findings of the study:

1. The finding of the study shows that principals' professional development intervention management strategy is at a moderate level, with a grand mean of 3.31 and standard deviation of 1.09. Professional development programme intervention management strategy significantly predicts teachers' job effectiveness, ($\beta = 0.701$, $t = 9.682$, $p < 0.05$).
2. Additionally, the finding of the study shows that principals' motivational intervention management strategy is generally high, with a grand mean of 3.64

and standard deviation of 1.10. Motivational strategy significantly predicts teachers' job effectiveness, ($\beta = 0.475$, $t = 5.309$, $p < 0.05$).

3. The overall finding shows that combined intervention management strategies by principals comprising professional development, and motivational strategies significantly predict teachers' job effectiveness, ($R^2 = 0.701$, $F = 43.651$, $p < 0.05$). The study's finding also reveals that teachers' job effectiveness in public senior secondary schools is at a moderate level, with a grand mean of 3.18 and standard deviation of 1.11.

Discussion of Findings

The finding of the study shows that principals' professional development intervention programme is at a moderate level, and principals' professional development significantly predicts teachers' job effectiveness. This suggests that while principals provide opportunities for teacher training, workshops, and in-service development, these activities are

implemented at a moderate level and could be expanded. Despite the moderate implementation, the positive prediction indicates that professional development interventions contribute to improving teachers' instructional competence, skills, and overall effectiveness. This finding agrees with earlier studies. Egwu (2015) reported that in-service training and supportive environments enhance teacher effectiveness in Ebonyi State, Nigeria. Iram and Noor (2023) also emphasized that principal-led professional development fosters continuous improvement among teachers. The study highlights the importance of structured professional development programs, showing that even moderate levels of intervention can meaningfully impact teacher job effectiveness.

The finding of the study shows that principals' motivational intervention strategy is generally high and motivational strategy was found to significantly predict teachers' job effectiveness. This implies that principals actively employ motivational approaches such as recognition, commendation, incentives, encouragement, and professional support to enhance teacher morale. The significant effect suggests that motivated teachers are more committed, diligent, and productive, contributing to higher levels of job effectiveness. This finding aligns with previous studies. Aja Okorie and Usulor (2016) found that effective communication and motivation strongly improve teacher effectiveness in Ebonyi State, Nigeria. Egwu (2015) also reported that a supportive environment, including motivation and in-service support, enhances teacher performance. The study confirms that motivational strategies are essential leadership tools for promoting teacher effectiveness.

The study's finding also reveals that teachers' job effectiveness in public senior secondary schools is at a moderate level.

The combined intervention management strategies by principals comprising instructional leadership, supportive supervision, professional development, decision-making, and motivational strategies significantly predict teachers' job effectiveness. This suggests that teachers' effectiveness is influenced by a holistic combination of leadership interventions, and that no single strategy alone is sufficient to optimize performance. The moderate overall effectiveness indicates that while principals implement multiple strategies, there may be contextual constraints such as resource limitations, workload, or training gaps that prevent maximum impact. This finding is consistent with prior research emphasizing the combined effect of multiple leadership strategies. Iram and Noor (2023) showed that instructional leadership fosters professional development and school culture. Amadi and Akpo (2022) highlighted that supervisory skills enhance teacher performance, while Egwu (2015) emphasized supportive environments and professional development as key factors. The finding also resonates with Cherutoi et al. (2024), who noted that contextual challenges like large class sizes and resource constraints can limit leadership effectiveness.

Conclusion

The study concluded that principals' intervention management strategies play a crucial role in enhancing teachers' job effectiveness in public senior secondary schools in Adamawa State, Nigeria. The results indicate that principals demonstrate a high level of involvement in professional development intervention programmes, and motivational strategies, all of which significantly predict and positively influence teachers' performance.

Recommendations

The following recommendations were made based on the findings of the study.

1. Ministry of Education should increase their investment in professional development intervention management strategies by creating programs that are both frequent and relevant to modern teaching methods, encouraging teachers to participate in external training and pursue advanced qualifications for continuous improvement.
2. Principals should strengthen motivational intervention management strategies by introducing recognition schemes, incentives, and career advancement opportunities, ensuring that teachers are consistently inspired and appreciated for their contributions.
3. Education authorities should promote comprehensive intervention management frameworks that integrate the above strategies, supporting principals with resources and training necessary to holistically improve teacher job effectiveness across all dimensions.

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