



LEADERSHIP COPING STRATEGIES AND SECONDARY SCHOOLS GOAL ATTAINMENT IN RIVERS STATE

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ABSTRACT

This study investigated leadership coping strategies and secondary schools goal attainment in Rivers State. The research design for this study was a correlation design. The population for this study was drawn from principals from senior secondary schools in Rivers State. The sample for this study was made up of 70 principals with a random sampling technique used to determine the sample. The research instrument for this study was a self-structured questionnaire titled leadership coping strategies (LE COSTSSGA). The questionnaire has two parts: 'A' and 'B', the 'A' part represented the demographic section and the variable section respectively four sections. The reliability of the instrument was measured at .692 using Cronbach alpha. Frequency and percentage was used to analysis the demographic variables, while Linear regression was used to test the hypotheses. The findings of the study revealed that there is a significant relationship between leadership coping strategies and achievements of secondary schools goal attainment. The study concluded that to achieve effective leadership coping strategies there must be management commitment and leadership to create a plan for implementing an organizational change while completely applying elements necessary for success. Without the elements of leadership coping strategies successfully implemented, there will be attempts on changes that will create a large amount of resistance. The study therefore recommended that state government should appoint capable and qualified persons as principals in order to implement the documented leadership coping strategies for quality assurance in secondary school administration.

Keywords: Leadership, Coping, Strategies, Achievement, Secondary, Schools, Goal, Attainment.

Reference to this paper should be made as follows:

Oguru, C. O. (2022). Leadership coping strategies and secondary schools goal attainment in Rivers State. *International Journal of Institutional Leadership, Policy and Management*, 4(2), 249-265.

INTRODUCTION

Education is the key to national development. It has the capacity to change the world through teaching effectiveness as well as learning efficiency among learners. Leadership in education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. The school environment is such that could promote teaching and learning, good health and could cater for the number of students enrolled for the period. Through these learners many also educate themselves (Sule, 2013). Education can take place in formal or informal settings, and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The students' performance (academic achievement) plays an important role in producing the best quality graduates who will become great leader; and manpower for the country and those responsible for the country's economic and social development. Leadership must awaken to the challenge adequate strategy, learn responsibilities and take on a type of leadership for change. Leadership strategies cut across many verticals and horizontals huddles (Amele, 2018). When leadership becomes successful in secondary schools, it will provide for achievement in the secondary school. Whether it is in energy, financial services or healthcare, the underlying essence for effective leadership remains the same. Despite the excellence in resources provided to an operating organization, the challenge remains in the hands of a proactive leader to deliver predetermined goal and bring new opportunities. Leadership as an important task is only successful in a multi-directional ways, where crossed dimensional connectivity becomes the foundation and driver of great leadership, and an absolute causal factor to a successful organization especially in secondary school (Gimah, 2018).

Once the sense of trust and good leadership is created, leading by example, with core values of integrity, honesty and humility, spending time in performing the actual tasks alone with the resources will then not only provide them with face time for effective engagement and open communication, but it will also create sustainability in the organization. Then, the task of management shifts towards the function of leadership, deviating away from sense of micro-management. To achieve effective strategies there must be management commitment and leadership of management to create a plan for implementing an organizational change while completely applying elements necessary for success. Without these elements the attempted changes will always create a large amount of resistance (Nwagwu, 2018). Direct and active participation, which clearly demonstrates top leadership commitment, is an essential factor to cope with strategies and sustain a change process for long. Leadership should personally establish new goals and directions for the school and then lead the team toward the realization of those goals and directions. It is a corporate fact of life that leadership's behaviour shades the corporate attitude and defines what is important to the success and survival of the school. It is not what management says; rather; it is what management does that is most influential on the organization and its people. Leadership strategies has a key role to play, both in setting direction, inspiring change throughout the organization and ensuring achievements of secondary schools goal attainment (Ogenme, 2018).

Aim and Objectives of the Study

The aim of this study was to investigate leadership coping strategy and secondary schools goal attainment in Rivers State. Succinctly put, the study's specific objectives are to examine:

- The relationship between teamwork strategies and secondary schools goal attainment in Rivers State.
- The relationship maintenance strategies and secondary schools goal attainment in Rivers State.
- The relationship supervisory strategies and secondary schools goal attainment in Rivers State.
- The relationship communication strategies and secondary schools goal attainment in Rivers State.

Hypotheses

In line with the research questions, the following hypotheses were created to guide the study:

- There is no significant relationship between teamwork strategies and secondary schools goal attainment in Rivers State.
- There is no significant relationship maintenance strategies and secondary schools goal attainment in Rivers State.
- There is no significant no significant relationship supervisory strategies and secondary schools goal attainment in Rivers State
- There is no significant relationship communication strategies and secondary schools goal attainment in Rivers State.

CONJECTURAL CONTEXT

In a bid to achieve the set goals and achievements of secondary schools, secondary school leadership should possess high level of leadership effectiveness and coping strategies. It is also glaring that these leaders in our secondary schools lack the right quality of effective strategies in dealing with the issues that brought about low academic achievement and poor performance of students in the country (Ololube, 2018). Secondary school leadership is the systematic arrangement of human and material resources including activities designed to achieve educational goals at the secondary level of education. The principal is the chief executive officer in the Nigerian secondary school system. He is a teacher, director and administrator. Hence, the principal is regarded as the most important functionary in the secondary school system (Emmanuel, 2008).

Leadership coping strategies are essential in improving school management and raising standards of education. The quality of education relies on the leadership quality of the leaders and the principal in other words it is dependent on the nature of leadership pattern provided by the school heads. The ability to control, direct and guide the teachers and students will certainly enhance goal attainment and effective school administration. The strategies adopted by the Principal also plays a vital role in students' academic achievements as it is concerned with teachers, pupils, rules, regulations and policies that govern the school (Nwamara, 2018). It is the responsibility of the principal to bring expertise, change and innovations and deploy a variety of managerial skills for implementing change within the school he superintends. The primary objective of leadership in this context, therefore, is to ensure effectiveness in the achievements of secondary school goals (Umesi, 2018).

It seems that the attainment and achievement of secondary schools goals and academic performance of students in senior secondary schools in Rivers State is in disarray. This has given rise to several critical questions by the stakeholders directed at the principals of secondary schools who serve as leaders and pioneer the affairs of the secondary school (Hattie, 2012). But this problem may not be implausible considering the various leadership coping strategies adopted by principals in the administration of schools under their watch. It is likely that principals have clearly failed in their statutory managerial duties, such as proper delegation of authority, adequate decision-making, effective and efficient communication, motivation and inspiring subordinates, displaying integrity and identifying the level of satisfactions subordinates derive from the works they do, and appropriate time management (Newman, 2012). This therefore is concerned with principals' ability to justify their position to deliver on their core mandates despite the availability of necessary human and material resources at their disposal. Consequently, the Principal seem not to be at bay with their duties, which negatively affect the academic performance of students and inability to attain school goals in their examination (Sule, 2013).

Leadership Coping Strategies

Leadership coping strategies is an important aspect of the school administration since running schools requires full assistance and vital corporation of all stakeholders who need direction and coordination. The school system can be likened to a social institution where individuals are in constant and regular interaction in the process of accomplishing predetermined goals and objectives (Amanchukwu, 2013). It is the position of the school leaders to relate to the process of guiding and directing the activities of a certain group of people towards the attainment of set objectives. Our schools today demands school leaders with a wide range of strategies, knowledge and wisdom to apply needed administrative processes to effective school management with quality skills. Nwagwu (2018) explained that school leadership is the force needed to translate human and material resources into effective utilization. Obasi (2018) saw leadership as process of influencing the activities of an organized group towards goal setting and goal achievement. Ololube, (2018) sees leadership as a process through which leaders influence their followers to act for certain goals that represent the values, wants, needs, aspirations and expectations of both leaders and followers. The school leader is an essential member of an institution with coping strategies that helps the institution to develop means of interacting, that facilitates the achievement of the goals that the institution shares.

Effectiveness in leadership coping strategy can be judged by the correlation between leadership style or behavior of the leader in relation to his leadership task and results (Omemu, 2017). Effectiveness of leadership coping strategies is determined by productivity, stability, morale, turnover rate, degree of integration, maximization of individual potentialities, and values contributed to the society. In secondary schools, leadership effectiveness and leadership coping strategies can be measured by the quality of their academic performance and achievements especially during internal and external examinations, level of cultism and examination malpractices, attitude level, psychomotor skills, cognitive and affective domains.

Teamwork Strategies

Leadership coping strategies uses a good number of administrative functions in an efforts to achieve goals and objectives for which the schools are primarily meant to achieve. It is pertinent to say that the major aim of a school leadership is to ensure success in his school with respect to laid down objectives (Hill & Tyson, 2009). Consequent upon this, the success of the school administrator depends on his leadership effectiveness in steering the ship of the school to be able to facilitate achievements of secondary schools goal attainment. Principals' effective leadership is built on vision, ideas, direction and has most importantly inspire people to bring the trust between them and a team effort to work together in order to attain the expected aspirations of the organization. The principal must develop coping strategies to rightly influence the activities of his teachers towards obtaining or achieving the goals of improving the academic achievement of the students and the school at large. Team work as a coping strategy is paramount at every level (Asiyai, 2015). A leader who is tasked with achievements of secondary schools goal attainment and unity must sustained teamwork throughout the process and maintain unity throughout the process. It is worthy to note that a leader brings unity, combining the different coping strategies and opinions of people to achieve the desired organizational goals. The principal is the leader in a Secondary school, his ingenuity and effectiveness will contribute to the smooth running of the school academically and administratively (Duze, 2012). This therefore implies that the leaders' effective coping strategies create an enabling environment that stimulates an enthusiasm for teaching and learning.

Teamwork leadership coping strategy involves the creation of a clear picture of its future, and sharing it with all members of the team where it is heading and what it stands for. The vision inspires and provides a strong sense of purpose and direction. It entails working with the hearts and minds of those involved (Ngerem & Okonkwo, 2017). It is directive in nature. It also recognizes that teamwork may not always involve trusting cooperative relationship. This leadership coping strategy may not succeed due to poor leadership qualities of the leader. The leader is not limited to those at the top of the organization. Teamwork leadership coping strategy involves gearing toward a wider audience at all levels of the organization who wish to create a high level of performance life, team or organization. A teamwork leadership strategy involves leader who fills the gap between the need for new possibility and the need for practicality by providing a prescriptive set of habits (Ololube & Amirize, 2018).

The leader values the teams' input and makes decisions after consulting with them. There is total and open communication between the team and the leader is supportive and developmental to his/her team members. Empowerment is encouraged, but the leader retains accountability and responsibility for the team's result. A team that is led by an ineffective leader will always experience a conflict than one who gets himself involved in inspiring their employees. A team working leader can display a sense of vulnerability by being open to feedback from the team members, willing to admit mistakes and not hiding certain weaknesses (Omemu, 2017). This will help to build a level of trust within the team. Though vulnerability can sometimes be awkward, but it helps to strengthen the bond within the team because it shows that everything can be discussed openly. Showing integrity makes a team working strategic leader gain the trust of his team. When a team working strategic leader makes promises, it becomes imperative that he keeps to it. Certain decisions made by the leadership which does not concern the subordinates should not be disclosed to them; therefore integrity enables a leader to be effective (Hattie, 2012).

Maintenance Strategies

Every nation or educational institution has set goals and objectives to be accomplished either at present or in the future. For this to be a reality, it requires sustained efforts in the area of collecting appropriate information, adequate funding, regular supervision and adoption of maintenance culture to improve education infrastructures. It is as a result of these vital roles that individuals or groups play to achieve a collective goal (Aduke, 2015). Using the maintenance strategies, leadership uses management of data elements to provide reports on major work standards and procedures of operations. This data also informs about maintenance of infrastructures and other resources for projects of the school and achievements of secondary school goal attainment. Furthermore, appropriate data promotes accountability. When records are adequately kept in terms of education infrastructure, those in charge of distribution and maintenance of spaces and facilities could be called on to render account on the state of the facilities and areas that need immediate improvement. The sector will remain focused and goals achieved as opines (Ololube, 2009). Leadership coping strategies of maintenance must use wealthy understanding from data to systematically investigate the relationship between teachers' accomplishments and students' performance. School functions are made clear thereby promoting effective achievements of secondary schools goal attainment.

Organizational effectiveness to a great extent depends on its funding rate in education sector. Financial resources are as important as the types of quality programmes it can offer. Funds are needed for numerous purposes such as payment of personnel, salaries and allowances, procurements and maintenance of facilities and equipment's, building of classroom blocks, hostels, offices, and auxiliary services because funding is a determinant to the quality of education a nation can achieve. These will aid and promote the maintenance coping strategies in secondary school leadership. Infrastructure is highly needed in every learning environment for effective achievement of secondary school goal attainment. To realize the set goals on education, infrastructure must be considered as one of the determinants factors leadership must adopt as a coping strategy. Funds aids in the provision and maintenance of education infrastructure. Consequently, when schools are poorly funded, there will be poor application of leadership coping strategies, inadequate provision of infrastructure and maintenance of school facilities thereby leading to infrastructural decay.

Maintenance should form part of organizational life. It is so important that if neglected, can lead to total institutional breakdown, slow down national development and can even hinder a better living for individuals. Maintenance culture as a precious value needs to be inculcated from the cradle. Every child born in a home deserves a training that will enable him take care of himself, others, environment, personal belonging and public properties to mention but a few. Maintenance strategy in education is as important as the provision of such infrastructure. Supporting this view, Adedokun (2011) contributed that more emphasis should be on the activities that ensure that available infrastructures are in good shape to guarantee their usefulness. Iyamu, Imasuen and Osakue (2018) asserted that when educational infrastructure is not maintained, the resultant effect is dilapidation. There is a general assumption that public infrastructure belongs to nobody but the government. Also, they should be maintained only by the government. This leads to total decay of public infrastructure to the societal detriment.

Remarkably, lack of maintenance strategy is very pronounced in Nigeria, in the homes, offices, education institutions, education infrastructure, etc. as observed by (Ibara, 2018). To

him, maintenance involves the activities that can make available facilities, equipment; spaces stay longer, safe and serve the purposes as required. To Adedokun (2011) maintenance means those activities that will enhance the life span of facilities, buildings to stop them from being disused but effectively serve their purposes. In the same vein, UNESCO (1984) as cited in Ibara (2018) defined maintenance as a “combination of any action carried out to retain an item or restore it to an acceptable condition”. It involves regular attention given to education infrastructure in terms of repair, figure and painting (interior and exterior parts of the school environment) to reduce wastage and to ensure optimal use. Maintenance strategy encompasses the beliefs, habits, arts and customs that characterize a particular society or nation, and is a determining factor that affects maintenance coping strategy; be it personal or public assets (Iyamu, 2018). The way and manner individuals or group of people perceive carrying out activities on time to ensure lasting and effective use of available infrastructure is paramount. Doing the right thing at right time to achieve a set goal is based on interaction among the people that share the same value. Therefore, maintenance strategy in this context can be described as the application of right attitudes and skills to ensure that the available infrastructure is in good condition for optimal utilization (Heritage et al., 2009).

Studies show that the major reason for deterioration of educational infrastructure could be traced to high cost of maintenance strategy and poor government policies as highlighted (Killion, 2008). Despite its cost, maintenance strategy aids individual and national development. It is necessary for sustainability and should be taught at all levels, tribes and states of the nation. When education infrastructure is maintained, and new ones provided, it brings about adequacy in number, size, shape and functionality. On the contrary, interests are more on how new ones can be provided while old ones lie fallow and under-utilized. Maintenance strategy in education ensures the realization of educational goals and objectives through effective teaching and learning. It gives children and teachers the opportunity to enjoy quality education (Fuentes, 2013). Fostering Maintenance strategy promotes peace, stability and cooperation amongst students, staff and even the school authority.

Supervisory Strategies

Schools with inadequate facilities have high rate of teachers’ absenteeism unlike schools with adequate facilities. The leadership coping strategy that provides good infrastructure motivates teachers. This is because no matter how professionally qualified, facilities makes his or her job easy and better. In enumerating the vital roles that school infrastructure plays, Pai (2002) noted that a good school environment with the necessary facilities has the ability to promote better attendance, concentration, motivation and self esteem which are needed to improve performance, thus, the result of supervisory strategy. Leadership and followership will put in their best in an environment where their comfort, safety and security are assured. Studies have showed that good supervisory strategy with adequate facilities have a greater impact in improving school attendance than teachers’ salaries or other administrative measures of controlling absenteeism.

In a bid to achieve the set goals and achievements of the National policy on education, secondary school leadership should possess supervisory strategies for a high level of leadership effectiveness and administrative strategies. It is also glaring that leaders in our secondary schools lack the right quality of effective supervisory strategy in dealing with the issues brought about by low leadership coping strategies and poor performance of secondary school leaders in the country. Secondary school leadership coping strategies is the systematic arrangement of human

and material resources including activities designed to achieve educational goals at the secondary level of education. The principal is the chief executive officer in the Nigerian secondary school system (Babatope, 2013). He is a teacher, director and administrator. Hence, the principal is regarded as the most important functionary in the secondary school system.

When the supervisory strategy is adopted by the principal, it performs a good number of administrative functions in his efforts to achieve goals and objectives for which the schools are primarily meant to achieve. It is pertinent to say that the major aim of a school leader is to ensure success in his school with respect to laid down objectives using adequate and effective supervisory strategies. Consequent upon this, the success of leadership coping strategies depends on his leadership effectiveness in steering the ship of the school to be able to facilitate success. Effective supervisory strategies is built on vision, ideas, direction and has most importantly inspire people to bring the trust between them and a team effort to work together in order to attain the expected aspirations of the organization (Babatope, 2013). The school leader must influence the activities of his followership towards obtaining or achieving the goals of improving the academic achievement of the students.

The leader performs a good number of administrative functions in his efforts to achieve goals and objectives for which the schools are primarily meant to achieve using adequate and effective supervisory strategies. It is pertinent to say that the major aim of is to ensure success in supervisory strategies with respect to laid down objectives. Consequent upon this, the success of the school leader depends on his leadership effectiveness in steering the ship of the school to be able to facilitate success. Leadership coping strategies is effective for effective leadership and it is built on vision, ideas, direction and has most importantly inspire people to bring the trust between them and a team effort to work together in order to attain the expected aspirations of the school. The school leadership must influence the activities of his followers towards obtaining or achieving the goals of improving the academic achievement of the students.

Leadership coping strategies motivates people to achieve its tasks and maintain team unity throughout the process. It is worthy to note that a leader brings unity, combines the different opinions and coping strategies to achieve desired organizational goals. Leadership is an important aspect and strategy of school administration since running schools requires full assistance and vital cooperation of all stakeholders who need direction and coordination. The school system can be likened to a social institution where individuals are in constant and regular interaction in the process of accomplishing predetermined goals and objectives (Nwankwoala, 2016). It is the position of leaders as it relates to the process of guiding and directing the activities of a certain group of people towards the attainment of set objectives. Our schools today demands leaders with a wide range of leadership coping strategies, knowledge and wisdom to apply needed administrative processes for effective school management with quality skills.

Obiekwe and Mbonu (2018) explained that leadership is the force needed to translate human and material resources into effective utilization. A leader is an essential member of an institution or organization that helps the institution to develop means of interacting, that facilitates the achievement of the goals that the institution shares. The principals' budgeting strategies for quality assurance in secondary schools include making sure that various departmental needs are met and satisfied by heads of department or subject coordinator for inclusion in the school budget among others. However, documented planning, organizing, coordinating, staff personnel, and budgeting strategies by school principals could promote quality assurance in secondary school administration.

Communication Strategies

Where there is good communication between the team and the leader is supportive and developmental to other team members. A communication strategy is encouraged, but the leader retains accountability and responsibility for the team's result. Organizations whether formal or informal need effective communication strategy to function adequately and achieve its goals and objectives. For the leadership coping strategies to pass vital and needed instruction he must adopts an effective way of communicating his views to the subordinate.

It has been argued by several researchers that effective communication is the life blood of every organization (Amele, 2018; Ololube, 2012; Ololube, 2018). This simply means that organizations can liquidate if an effective communication strategy is not given its rightful place. In the educational sector, it is the basis of interaction between the principal, head-teacher, pupils/students and academic, non-academic staff and stakeholders. Therefore, communication strategy means to share something. Something here may connote information, meaning or knowledge of a thing. Eze (2015) saw communication strategies as the means by which people are linked together in an organization, co-ordination and changes cannot be effected without it. Nwankwola (2016) explained that communication strategies means sharing messages, ideas or attitudes that produce a degree of understanding between a sender and a receiver. This then means that communication is all about exchanging views, ideas, knowledge in such a way that increases interaction among people.

Amele (2018) and Ololube et al. (2019) explained that effective communication strategies is a communication between two or more individuals or groups of individuals whereby the intended message or information is successfully delivered, received and understood. That communication strategy provides a common trend for the management processes of planning, leading and control. This is with clearly defined communication that organizational leaders can effectively plan, lead and control the subordinates and situations surrounding the tasks he wished to accomplish. Since the place of effective communication cannot be over-emphasize, school leadership should endeavour to improve on their communication strategic skills.

In the other way round, ineffective communication strategy could pose a form of gap to cripple the achievement of organizational objective. When there is a communication gap in an institution, it relegates many divisions within the institution to work in isolation and this by extension threatens the achievement of the objectives of the institution. Amele (2018) argued that ineffective communication strategy in institutions have drastic effect on productivity and cordial relationship among work group(s), and this by extension affects the achievement of institutional objectives. Barriers to effective communication include physiological barrier, attitude, language barrier, cultural barrier, perceptual barriers, and sender barrier. With these challenges management should have clarity in their thought, use intelligence encoding, consult others view, consider receivers needs, use of appropriate tone and language and ensure credibility, get feedback, consider receivers emotions and motivations, listen, active listening, listen for message contents.

Most school leadership lack the required skills for effective communication strategies. Children go home on daily basis without reporting back to their parents the messages they got from their schools and/or distort such messages at their perils. Teachers, due to lack of effective communication strategy from either the management of the schools, hence, the schools board, or ministry of education or even their heads and Principals often times misinform the students on the direction to go. The place of effective communication strategies cannot be overemphasized.

Communication strategies have been clearly defined by some authors and adopted in the course of this study as one of the variables under consideration. Akomolafe (2012) asserted that effective communication strategy as communication exists between two or more individuals and group of individuals whereby the intended message or information is successfully delivered, received and understood. The essential elements of effective communication was duly highlighted and expressed. Barriers to effective communication such as psychological barrier, attitude, language differences, cultural, perceptual, sender, gender, lack of common experience, medium barrier, poor listening, semantic and process barriers were discussed.

METHODS

The population for this study was drawn from principals of secondary schools in Rivers State. The sample for this study comprised of 70 principals who were randomly selected from the population.

The research instrument for this study was a self-structured questionnaire titled leadership coping strategies (LE COSTSSGA). The questionnaire has part 'A' which contained the demographic variables. Part 'B' contained the variables under study respectively shared into four sections. The questionnaires were distributed to the principals of the selected schools. The questionnaire was self-structured along Strongly agree (SA) = 4, Agree (A+) = 3, Disagree (D) = 2 and Strongly Disagree (SD) = 1.

The validity of the instrument was determined by two researchers in the department of measurement and evaluation to ensure that the instrument is correct and measures what it intends to measure, and their corrections were applied. The reliability of the instrument was measured at .692 using Cronbach alpha.

Linear regression was used to test the hypotheses. This study comprised of 70 principals from selected senior secondary schools in Rivers State. The data in the table reveal that principals from urban schools had an F-ratio of = 50(71.4%) and rural schools had an F-ratio of = 20(28.6%); Gender had females F = 21(30.0%), males 49(70%); Age below 50 had F = 8(11.4%) and above 50 years had F = 62(88.6%); Marital status showed single 20(28.6%), married had F = 42(60.0%) and separated had F = 8(11.4%). Educational status showed Graduates F = 64(91.4) and post graduates 6(8.6%).

Table 1: Showing details of demographic information of respondents

	Demographic Information	Frequency	Percentage (%)
Location of school	Urban	50	71.4
	Rural	20	28.6
Gender	Female	21	30.0
	Male	49	70.0
Age of the respondents	Below 50	8	11.4
	Above 50	62	88.6
Marital status	Single	20	28.6
	Married	42	60.0
	Separated	8	11.4
Educational status of the respondents	Graduates	64	91.4
	Post Graduates	6	8.6

RESULT AND DISCUSSION

Table 2: Regression analysis for leadership coping strategies and achievements of secondary schools goal attainment in Rivers State

Model Summary						
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		
1	.806 ^a	.650	.611	.36227		
ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.135	4	2.162	16.475	.000 ^b
	Residual	8.137	62	.131		
	Total	23.271	69			
Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.605	.573		9.785	.000
	Ho ₁ . Teamwork strategy/ and secondary schools goal attainment	-.350	.092	-.530	1.508	.000
	Ho ₂ . Maintenance strategies/ and secondary schools goal attainment	-.380	.068	-.575	-5.567	.000
	Ho ₃ . Supervisory strategies/ and secondary schools goal attainment	-.490	.066	-.480	-6.262	.000
	Ho ₄ . Communication strategies/ and secondary schools goal attainment	-.335	.065	-.492	-5.179	.000

The purpose of this study and hypothesis guided the data analysis. The hypotheses were formulated in line with the purpose of the study and it provided answers to the specific items in the questionnaire.

The model summary of the linear regression analysis conducted (see table 2) showed no significant relationships between leadership coping strategies and achievements of secondary school goal attainment in Rivers State. The variables of leadership coping strategies like teamwork strategies, maintenance strategies, supervisory strategies and communication strategies showed an R of .806^a, R² .650 and an Adjusted R Square of .611 of the items entered. Therefore, the value of R² = .650 x 100 = 65.0% showed that 65.0% of the items of the variables explains the poor leadership coping strategies. This is as a result of poor leadership coping strategies like teamwork strategies, maintenance strategies, supervisory strategies and communication strategies. What this represents is that the opinion of 54.9 % might be caused by a number of other variables.

The One-way Analysis of Variance (ANOVA) presented the sum of square for the linear regression to be 15.135 and that of the residual 8.137 and a degree of freedom of 4. The mean square for the linear regression is displayed as 2.162 and a residual of .131, with an F-value of 16.475 and a p-value of .000^b. What this implies is that leadership coping strategies is

significantly related to achievements of secondary schools goal attainment in Senior Secondary Schools in Rivers State is significant (See table 2).

The estimated constant Coefficient analysis for leadership coping strategies is significant. Leadership coping strategies like teamwork strategies, maintenance strategies, supervisory strategies and communication strategies are seen as basis for achievements of secondary schools goal attainment and they are significant at .000 and t-value of 9.785.

Hypothesis 1 which states that “there is no significant relationship between teamwork strategies and secondary schools goal attainment in Rivers State” was rejected because teamwork strategies which is a leadership coping strategy is significantly related to secondary schools goal attainment in Rivers State. This is revealed in the significant level of .000 and a t-value of 1.508. This finding is in line with Asiyai (2015) who opined that team work coping strategies is paramount at every level. Consequent upon this, the success of the school administrator depends on his leadership effectiveness in steering the ship of the school to be able to facilitate achievements of secondary schools goal attainment. Principals’ effective leadership is built on vision, ideas, direction and has most importantly inspire people to bring the trust between them and a team effort to work together in order to attain the expected aspirations of the organization. The principal must develop coping strategies to rightly influence the activities of his teachers towards obtaining or achieving the goals of improving the academic achievement of the students and the school at large. Duze (2012) further stated that a leader who is tasked with achievements of secondary schools goal attainment, unity and teamwork must sustain throughout the process and maintaining team unity. It is worthy to note that a leader brings unity, combining the different coping strategies and opinions of people to achieve the desired organizational goals. The principal is the leader in a Secondary school, his ingenuity and effectiveness will attribute to the smooth running of the school academically and administratively.

Hypothesis 2 which states that “there is no significant relationship between maintenance strategies and secondary schools goal attainment in Rivers State” was rejected because maintenance strategies, which is a leadership coping strategy is significantly related to secondary schools goal attainment in Rivers State. This is revealed in the significant level of .000 and a t-value of -5.567. This finding is in line with Aduke (2015) who opined that every educational institution has set goals and objectives to be accomplished either at present or in the future. For this to be a reality, it requires sustained efforts in the area of collecting appropriate information, adequate funding, regular supervision and adoption of maintenance culture to improve education infrastructures. It is as a result of these vital roles that individuals or groups play to achieve a collective goal. Ololube (2009) opined that appropriate data promotes accountability. When records are adequately kept in terms of education infrastructure, those in charge of distribution and maintenance of spaces and facilities could be called on to render account on the state of the facilities and areas that need immediate improvement. Adedokun (2011) contributed that more emphasis should be on the activities that ensure that available infrastructures are in good shape to guarantee their usefulness. Iyamu et al. (2018) asserted that when educational infrastructure is not maintained, the resultant effect is dilapidation. There is a general assumption that public infrastructure belongs to nobody but the government. Also, they should be maintained only by the government. This leads to total decay of public infrastructure to the societal detriment.

Hypothesis 3 which states that “there is no significant is relationship between supervisory strategies and secondary schools goal attainment in Rivers State” was rejected because supervisory strategies which is a leadership coping strategy is significantly related to secondary schools goal attainment in Rivers State. This is revealed in the significant level of .000 and a t-

value of -6.262. This finding is in line with Pai (2002) noted that a good school environment with the necessary facilities has the ability to promote better attendance, concentration, motivation and self-esteem which are needed to improve performance thus, the result of supervisory strategy. Leadership and followership will put in their best in an environment where their comfort, safety and security are assured. Studies have showed that good supervisory strategy with adequate facilities have a greater impact in improving school attendance than teachers' salaries or other administrative measures of controlling absenteeism. Babatope (2013) opined that a bid to achieve the set goals and achievements of the National policy on education, secondary school leadership should possess supervisory strategies for a high level of leadership effectiveness and administrative strategies. It is also glaring that leader in our secondary schools lack the right quality of effective supervisory strategy in dealing with the issues brought about by low leadership coping strategies and poor performance of secondary school leaders in the country. Secondary school leadership coping strategies is the systematic arrangement of human and materials resources including activities designed to achieve educational goals at the secondary level of education. The principal is the chief executive officer in the Nigerian secondary school system.

Hypothesis 4 which states that "there is no significant relationship between communication strategies and secondary schools goal attainment in Rivers State" was rejected because communication strategy, which is a leadership coping strategy is significantly related to secondary schools goal attainment in Rivers State. This is revealed in the significant level of .000 and a t-value of -5.179. This finding is in line with Amele (2018) who stated that where there is good communication between the team and the leader, there is supportive and developmental amongst team members. A communication strategy is encouraged, but the leader retains accountability and responsibility for the team's result. Organizations whether formal or informal need effective communication strategy to function adequately and achieve its goal and objectives. For the leadership coping strategies to pass vital and needed instruction he must adopt an effective way of communication strategies of his or her views to the subordinate. It has been argued by several researchers that effective communication is the life blood of every organization.

To Ololube et al. (2015), communication strategies as the means by which people are linked together in an organization. Co-ordination and changes cannot be effected without it. Lewis (1975) cited in Nwankwola (2016) explained that communication strategies means sharing messages, ideas or attitudes that produce a degree of understanding between a sender and a receiver. This then means that communication is all about exchanging views, ideas, knowledge in such a way that increases interaction among people. Amele (2018) explained that effective communication strategies is a communication between two or more individuals or group of individuals whereby the intended message or information is successfully delivered, received and understood and also it provides a common trend for the management processes of planning, leading and control. This is clearly defined communication organizational leaders can effectively plan, lead and control the subordinates and situations surrounding the tasks he wished to accomplish. Since the place of effective communication cannot be over-emphasize, school leadership should endeavour to improve on their communication strategic skills. In the other way round, ineffective communication strategy could pose a form of gap to cripple the achievement of organizational objective. When there is a communication gap in an institution, it relegates many divisions within the institution to work in isolation and this by extension threatens the achievement of the objectives of the institution.

Amele (2018) argued that ineffective communication strategy in institutions have drastic effect on productivity and cordial relationship among work group(s), and this by extension affects the achievement of institutional objectives. Barriers to effective communication include physiological barrier, attitude, language barrier, cultural barrier, perceptual barriers, and sender barrier. With these challenges management should have clarity in their thought, use intelligence encoding, consult others view, consider receivers needs, use of appropriate tone and language and ensure credibility, get feedback, consider receivers emotions and motivations, listen, active listening, listen for message contents.

CONCLUSION

This study has investigated leadership coping strategies and achievements of secondary schools goal attainment in Rivers State. When a sense of trust and good leadership is created, leading by example, with core values of integrity, honesty and humility, spending time in performing the actual tasks alone with the resources will not only provide them with time for effective engagement and open communication, but it will also create sustainability in the organization. Then, the task of management shifts towards the function of leadership, deviating away from sense of micro-management.

To achieve effective leadership coping strategies there must be management commitment and leadership to create a plan for implementing an organizational change while completely applying elements necessary for success. Without the elements of leadership coping strategies successfully implemented, there will be attempts on changes that will create a large amount of resistance. Direct and active participation, which clearly demonstrates top leadership commitment, is an essential factor to cope with strategies and sustain a change process for very long. Leadership should personally establish new goals and directions for the school and then lead the team toward the realization of those goals and directions. It is a corporate fact of life that leadership's behaviour shades the corporate attitude and defines what is important to the success and survival of the school. It is not what management says; rather; it is what management does that is most influential on the organization and its people. Leadership strategies has a key role to play, both in setting direction, inspiring change throughout the organization and ensuring achievements of secondary school goal attainment.

Recommendations

From the findings and implications of the study, it was recommended among others that:

- The state government should appoint capable and qualified persons as principals in order to implement the documented leadership coping strategies for quality assurance in secondary school administration.
- Principals should encourage team work in the organization as a boost to achieving co-operation, organizational, goals and objectives.
- Adequate and effective communication channel(s) should be opened between the secondary school leadership, teachers and students so that leadership coping strategies can be achieved to allow for the achievements of secondary schools goal attainment.

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