



LEADERSHIP STRATEGIES AND SUBORDINATES ATTITUDE IN THE POST PRIMARY SCHOOLS IN RIVERS STATE

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ABSTRACT

This study investigated leadership strategies and subordinates attitude in the post primary schools Rivers State. The research design for this study was a correlation design. The population for this study was drawn from principals and teachers of Senior Secondary Schools in Rivers State. The sample for this study was made up of 266 principals and teachers using a random sampling technique used to determine the sample. The research instrument for this study was a self-structured questionnaire titled leadership strategies (LS) and subordinates attitude in the post primary schools (SAPPS) with each questionnaire structured into sections 'A' and 'B', thus, section 'A' represented the demographic section and the variable section respectively. The reliability of the instrument was measured at .712 using Cronbach alpha. Frequency and percentage was used to analysis the demographic variables, while Pearson Product Moment Coefficient was used to test the hypotheses. The findings of the study revealed that there is a significant relationship between leadership management strategies and subordinates attitude in the post primary schools. The study therefore recommended amongst others that promotion should be carried out as at when due and rightly implemented for subordinates to bring about optimization of job performance.

Keywords: Leadership, Management, Strategies, Subordinates, Attitude, Post Primary, School, Rivers State.

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INTRODUCTION

The success of any organization depends on its leadership strategies and subordinates attitude and performance of the organization's workforce or employees (Devis et al., 2005). The success can be achieved through very important factors that motivate the employees to do their best for goal attainment which is a consequence of the leadership management strategies. From the perspective of human capital management, compensation can be seen as

a reward an employee gets from his or her job (Elmore, 2000). People always put in their best when they feel that the management will reward their efforts appropriately and one of the human resource management practices is reward. Personnel management is the most important, crucial, critical and the greatest asset of an organization (Besong, 2001). All the activities that go on in the post primary school system are being initiated and determined by individuals who make up the institutions. Without competent and effective workforce, educational institutions will find it difficult to achieve the appropriate set goals and objectives. Any school system that neglects the potentials and talents of its members or refuses to recognize the participatory involvement of its workforce will definitely fail in achieving its goals and objectives (Ogunsaju, 2006).

The general goals of education as embedded in the National Policy on Education must be achieved by the school. The Federal Republic of Nigeria in the National Policy on Education (FRN, 2014) stated that one of the major goals of education is to produce citizens who are useful to the society. Therefore, in order to achieve the goals of education, the human resources within the school system must be managed properly.

Education as one of the essential tools in human development can be described as the process of acquiring knowledge, attitudes, skills, abilities, competence, norms and values of the society. Education promotes culture and it is adopted as a tool par excellent for bringing national development. It promotes productivity by helping an individual to use his/her potentials in solving confronting problems in the society (FRN, 2014). Therefore, there is the need for quality and effective leadership management strategies in education. The extent of quality education is dependent upon the quality and effective leadership management strategies, availability of a number of factors such as qualified teachers, instructional materials, conducive classroom blocks, well equipped libraries, well equipped laboratories and other school facilities for effective performance (Benard, 2002).

BACKGROUND

Leadership strategies (LS) in education is an essential element that contributes to quality education and to joke with it results in jeopardy. This is because effective use of subordinates is the major instrument for achieving educational goals and consequently national development (Lewin & Caillords, 2001). Leadership strategies (LS) tools such as in-service training, conferences, seminars, workshops, training and retraining programmes, promotion, good remuneration, salary increment and other motivational packages are very essential because of the role leadership play in educational sector. They feature prominently in any organization especially in educational system (Mosedeghrad & Yarmohammadian, 2006).

The complexity of Leadership strategies (LS) has grown enormously with new approaches and increases in specialization are unavoidable if the job is to be done effectively. This implies that the importance of management strategies is paramount because of its role in the achievement of educational set goals and objectives. It involves planning, leading, directing, coordinating, staffing and a number of other activities in order to achieve efficient utilization of human resources. Peretomode (2004) precisely stated that it involves integrating society's need with education objective among others.

Educational managers perform very essential roles in teaching and learning processes alongside the subordinates. They are responsible for the daily care of the post primary educational institution. They also procure and manage funds, facilities and other school plants (Okechi, 2018). According to Wilson (2017) it means that without them it is impossible to achieve educational goals and objectives, and for proper performance teachers need to be taken good care of both in salary increment, promotion, good remuneration, training by organizing seminars, workshops, conferences and other skill acquisitions and incentives. To

compel teachers to bring out their best and be highly productive requires motivation, knowing teachers' needs and making effort to satisfy their needs will make them to work hard for the realization of the educational goals and objectives (Ogundele et al., 2015). Teachers begin to feel frustrated and disillusioned when their personal goals are not met such as prompt payment of salaries, salary increment, promotion, good remuneration, good working condition, training and other development programmes.

Leadership management strategies that could lead to job performance are many. Management subordinates tend to show higher performance if salary, fringe benefits, training and retraining of teachers and other working conditions are favourable. The extent to which these tools are made available in teaching profession provides the zeal and feeling of commitment to teachers. Wali and Ololube (2016) asserted that if subordinates are to perform their duties efficiently, they should also be rewarded accordingly through good condition of service like their counterparts in other professions. It is also important to note that the main benefit of implementing management strategies is to retain, attract and motivate subordinates to put in their best in order to achieve the major objectives of the educational sector (Nsubuga, 2008).

Purpose of the Study

An optimal service is common among subordinates that are highly motivated than those whose motivation is low. Therefore, it is important for the personnel resources managers and educational administrators to understand leadership management strategies work and how subordinates attitudes are affected (Aslam, 2013). The success or failure of every organization depends largely on the quality, quantity and maintenance of the workforce. Thus the purpose of this study is to investigate leadership strategies and subordinates attitude in the post primary schools in rivers state. Specifically the study was aimed to:

- Determine the relationship between leadership strategy (LS) and attitude of subordinates when promoted in the post primary schools in Rivers State.
- Determine the relationship between leadership strategy (LS) and attitude of subordinates when given good remuneration in the post primary schools in Rivers State.
- Determine the relationship between leadership strategy (LS) and attitude of subordinates when given in-service training in the post primary schools in Rivers State.
- Determine the relationship between leadership strategy (LS) and attitude of subordinates with communication in the post primary schools in Rivers State.

Hypotheses

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

- There is no significant relationship between leadership strategy (LS) and attitude of subordinates when promoted in the post primary schools in Rivers State?
- There is no significant relationship between leadership strategy (LS) and attitude of subordinates when given good remuneration in the post primary schools in Rivers State?
- There is no significant relationship between leadership strategy (LS) and attitude of subordinates when given in-service training in the post primary schools in Rivers State?

- There is no significant relationship between leadership strategy (LS) and attitude of subordinates with communication in the post primary schools in Rivers State?

CONJECTURAL CONTEXT

Leadership management strategies (LMS) are the basic things among others that are very important in any organization to promote good and positive attitude of subordinates in the post primary schools (Okumbe, 2001). These things range from promotion, good remuneration, in-service training, and communication. Achievement of educational goals and objectives is impossible without adequate management strategy and well-motivated manpower or workforce operating within a sound leadership management. The major factors militating against subordinate's good and positive attitude include the following: poor remuneration, no promotion, no salary increment, poor condition of service, inadequate training and retraining of teachers, poor supervision, poor communication, lack of conferences, seminars and workshops and inadequate provision of other motivational packages (Shafqat et al., 2009). The prevailing condition of teachers in Rivers State is a great concern with regards to the current economic recession in Nigeria hence, the need for motivational packages.

Research has identified that teachers leave their work place in search of money to meet up their financial challenges as a result of poor salaries, no salary increment, no promotion for many years, even when promoted the salaries are not implemented. This will affect job performance as well as students' academic performance (Shafqat, Muhammad & Klran, 2009). It could be that teachers are not promoted as at when due like their counterparts in other professions, or could it be that they are poorly paid and their salaries are not increased as at when due. It is because educational managers do not organize conferences, seminars and workshops for teachers (Adeyemi, 2006).

Leadership Strategy and Promotion

Promotion is the upward movement of staff from a lower grade level to a higher grade level during his or her service years either in government or private sectors. Bensong, (2014) defines promotion as a move to a more important job or rank in a company or organization. According to Majoni, (2015), promotion is defined as advancement to a higher rank or status. Promotion as at when due helps the employees to like their works, the works place and the environment, as well as promoting job satisfaction. Promotion of subordinates is a management strategy to build a positive attitude into the subordinates in educational system.

Meindinyo et al. (2017) opined that this will invariably promote and facilitate teaching/learning process. Teachers are expected to be promoted as at when due in order for them to be committed to their duties. This is because promotion motivates subordinates, develops positive attitudes and inspires them to put in their best in their job performance, increase the level of their competencies and aid in the attainment of pre-set educational goals and objectives.

Delay in staff promotion leaves the subordinates unmotivated and this will invariably result to low morale and poor performance. Basically, Ngumi et al. (2006) noted that the extent a teacher is motivated may determine his/her performance in the school system. If a teacher is will motivated he or she will exhibit high morale and high commitment, which eventually will result in effective high performance. This is to say that the level of performance of a teacher is dependent upon the level of motivation that a teacher receives. Where there is no promotion and no implementation of promotion, negative attitudes of

subordinates like laziness, tardiness, rudeness, rumour mongering or any other attitude or activity that lowers overall morale will be developed by the subordinates (Nwangi, 2013).

Obi and Onyeike (2018) opined that promotion is a shift to a higher position in the hierarchy, usually with added salary, status, authority and opportunity. In her observation, lack of promotion is one of the major contributing factors why many subordinates and teachers do not regard teaching as a permanent job. In agreement to this, Oyegoke (2012) stated that lack of promotion dampens workers morale and frustrates the realization of educational objectives. According to Umar et al. (2017), promotion is a positive reward in education system. It is the upward mobility of an employee by changing his/her present position to another where he/she takes greater responsibility that is different from the former position (Voon et al., 2011). He further observed that in the education system in most cases, it is only the title of the person that changes, the duties assigned remains the same.

Wilson (2017) ascertained that promotion is a positive way of rewarding people for their efforts as it helps to boost the morale of staff and motivate them to work harder, thereby increasing efficiency and productivity. Promotion aims to raising production efficiency and improving performance through encouraging the teacher to behave in a desired way. The advantage of promotion is that there is a quick and immediate impact on the subordinate's attitude that motivates him or her to do his/her best in the job and to improve on his performance.

In our educational system, the teachers have no alternative in putting in their best when they receive rewards from the appropriate quarter. Those who perform excellently in their job are supposed to be promoted with salary increase and higher responsibility in the school. However, the reverse is the case. Subordinates are stagnated and the majority being demoralized are not putting in their best. In agreement Elmazi (2018), rewards could lead to teacher's job commitment, positive attitude to work, efficiency, punctuality, high retention rate of teachers, excellence in academic performance and organizational effectiveness. Obi and Onyeike (2018) also noted that promotions are means of providing motivation by introducing clear goals to the whole school and facilitating students' achievement. This implies that lack of rewards can result to teachers 'demoralization, low job satisfaction, lack of commitment and poor performance which in turn affects students' academic performance adversely and result to negative attitudes.

However, promotion being one of the non-financial rewards in leadership strategies (LS) is of tremendous importance in enhancing teachers' job performance and should not be toiled with. Ehindero (2001), noted that promotion should be done regularly and as at when due. Promotion as at when due for teachers can reach out and touch the emotions of teachers to make them feel welcomed, appreciated and valued thereby increase the level of their job performance in the school. Therefore promotion of teachers should be taken seriously by leadership strategies (LS) as this will enhance attitude and teachers' productivity.

Nkwoh (2011) opined that the rise in work hierarchy and process is a great incentive that attracts qualified teachers. The process of career growth and development plays a vital role. Teachers and subordinates need to be promoted as at when due. That is why Nkwoh (2011), further noted that the longer it takes to promote a teacher the less qualified teachers will be attracted and retained. Promotion therefore serves as a leadership management strategy (LMS) and helps the teacher to grow higher in grade level which also has some monetary reward or value. On the other hand, lack of promotion dampens teachers' moral and frustrates the realization of career growth and development.

Every organization makes provision for rewarding staff competency and hard work. This comes in the form of promotion. Most of the educational institutions have formal promotion policies where criteria for promotion are clearly stated. In some institutions, subordinates may be considered for promotion after two or three years of last promotion or

experience. Other criteria for promotion may include interview, additional qualification and seniority. It is very necessary to establish a clear guideline for managing promotion to avoid unfair decisions.

Leadership Strategy and Good Remuneration

Remuneration is one of the important tools of leadership strategies (LS) which falls under the categories of financial rewards. Financial reward is the amount paid to employees either in lump sum or in form of monthly payment which include all additional form of income for the individual. Financial rewards include salaries, bonuses, allowances, and others. According to Lewin and Caillords (2001), financial rewards are set to satisfy basic human needs, encourage workers to do their job well, to increase the workers' capabilities and their level of competences. Financial rewards are the most essential and influential leadership strategy (LS) factor that motivate employees to work, most especially when salaries are appropriate and capable of satisfying their individual needs. On the other hand, Emmanouit et al. (2014) observed that low payment that is not appropriate to the effort of subordinates leads to low efficiency of production. Hence, Bensong (2014) suggested that remuneration of staff, adequate salary and timely payment should be given priority, empathy and good report should be maintained in the school environment. This is to say that a well-paid teacher can perform his or her primary assignment effectively.

Remuneration is payment given to an individual for the services rendered by that individual. This can come in form of salary package with the company's car. Ndana (2011) stated that when there are a lot of inconsistency in the remuneration or payment of the salaries and allowance of teachers, they tend to be demoralized. At times teachers go on strike because of poor remuneration or non-payment of salaries and as a result people outside the system look down on the teaching profession and are discouraged to come into the educational system. Ndana (2011) also noted that the task of managing a school or class is a herculean task; therefore teachers should be motivated through adequate remuneration in form of allowances. Wangai (2015) also observed that employees' satisfaction and motivation depend on fair remuneration informs of financial and non-financial compensations given to them. In other words, the employee's positive performance is dependent on the manager's ability to good remuneration as a leadership management strategy (LMS) and employs some satisfiers in the system and de-emphasizing the de-motivators. Tess (2003), further suggested that the school administrators must create a belief among the teachers that good performance would receive better remuneration, create conditions such that positive outcome, will be seen to be related to good performance.

Mosedeghrad and Yarmohammadian (2006) stated that remuneration of personnel should be fair and commensurate to work performed, and as far as possible, afford satisfaction both to personnel and the organization. Compensation should be based on a systematic attempt to reward good performance. This implies that good remuneration could be used in the school system to encourage teachers to put in their best. Remuneration of personnel principle emphasizes on an equitable reward system that encourages employees' resourcefulness (Agi & Adiele 2015). Good remuneration is a driving force that is capable of making teachers to produce quality services and performance. Lewin and Caillords (2001) noted that financial rewards might not be sufficient unless assisted by other types of rewards, and their effects are limited to satisfy the biological needs of individuals and have little impact after it reaches the limit of needs. Availability of fringe benefits such as loan, medical allowances, recreational facilities help to motivate workers. Employees are likely to identify with and expand their talent to the maximum if incentives and other motivators are provided

by the organization. The implication is that when remuneration is attractive, and with what the employees put in, it will boost their morale and improve their level of performance thereby increase efficiency and productivity.

On the contrary, under-payment according to Igbogi (2018), would dampen the employees' spirits, while over-payment would easily lead to organizational bankruptcy. Poor remuneration will create negative attitude, unpleasant behavior and unfavourable work place or environment thereby diminishing the employees' work effort and cause them to withdraw from their jobs or abandon their job for greener pasture. As a result of poor remuneration of teachers and salaries not commensurate with the salaries of employees with the same qualifications from other fields of life, majority of teachers seek for greener pastures in other sectors of our economy.

Leadership Strategy and In-Service Training

In-service training is a leadership strategy and it includes all activities professional personnel are engaged in during their period of service which is designed to contribute to the job improvement (Lewin & Caillords, 2001). The need for in-service training in Nigeria cannot be over-emphasized. In-service education programmes are needed to intimate teachers with the new development, new teaching methods and organizational procedures such as the conceptual approach, inquiring teaching stimulation, role playing, system approach, team teaching and others. Therefore, in-service training like seminars, workshop and conferences can be said to be a process designed to enhance the professional knowledge, attitudes, and skills of teachers so as to improve their job performance of students' improved academic performance.

In-service training has much role to play in the life of teachers in developing good attitude in accomplishing the great responsibility because of the rapid growth of knowledge and technology, social and Cultural Revolution of our generation. Wali and Ololube (2016) maintained that promoting teacher quality in post primary school through in-service education is a key element in improving productivity among teachers in post primary school. There are some critical elements in the training of teachers that need to be given serious attention. Wali and Ololube (2016) further continued that establishing clear performance goals and communicating them to subordinates, introducing only a few basic rules during early job performance stages, and building upon staff present skill level during early job stages, among others essential to developing positive attitude in subordinates.

Besong (2001) also noted that trained and more experienced staff tends to produce greater results and ability with fewer disciplinary problems. He further asserted that in-service training acquired through seminars, workshop and conferences is an important factor that contributes to improvement and good attitude of the staff, job performance and that of the students' academic performance respectively. This implies that in-service training provides the teachers with better experiences necessary to perform optimally on their jobs.

Training of teachers provides them with the ability, knowledge and skills that are relevant to their professional life. In-service training moulds the personality of teachers in such a way that both their attitudes and commitment to work are transformed positively. Okumbe (2001) opined that the major goal of in-service education is continuous improvement of the teachers' performance, effectiveness and efficiency in classroom activities. He further observed that teachers have roles to play by improving on their job performance thereby absorbing the pressure of accountability if constantly exposed to new ideas and techniques through in-service education. Hence, there is need to improve the knowledge, attitudes, skills and abilities of teachers because they are determinants of quality education. Wali and Ololube (2015, 2016) established that training is a short-term educational

programme that is made available to employees to enable them learn technical knowledge and skills relevant for a particular job. It is an arrangement that is intended to help the teachers to acquire relevant experience and describe knowledge, skills, ideas and competencies that will help them to perform their duties effectively (Ayanniyi, 2000). This implies that training of teachers involves the provision of new ideas, knowledge, skills, and attitudes for better job performance.

Training improves teachers' job performance and helps them acquire or sharpen professional competencies and also prepare them for positions of greater responsibilities in the organization. This is to say that training increases the skill of a teacher as he/she performs a particular job, thereby increasing both the quantity and quality of output.

Leadership Strategy and Communication

Communication is very important in every institution because it is a medium of instruction and assessment. In order to create a good image of any institution, communication has to be efficiently and effectively carried out. One of the most common causes of organization inefficiency is poor communication. Being an important factor in leadership management strategy, school leadership would not be possible. Without relational experience of communication among people within and without an organization, predetermined goals will not be achieved (Femi, 2014). However, many problems or challenges confronting any institution may arise as a result of poor communication.

Effective communication creates free flow of information. It enhances inter-departmental and interpersonal relationship in the institution and promotes speedy distributions and delivery of aims and objective of the organization, leadership and subordinates respectively. Communication plays an essential role in relationship development. It influences relationship in the management of post primary schools such as planning, organizing, and dissemination of information, disciplines, policy formation and implementation. Every person's communicative skills affect both personal and organizational effectiveness (Okon, 2008). Communication helps to ensure proper and smooth realization of educational set goals and objectives. For effective communication, the message must be sent in a way the receiver can receive the message, understand it, interpret it and give feedback which must be received by the sender.

Ndana (2011) noted that communication is by itself a process and has the identifiable element of the communicator, the channel, the message, the receiver and the effect. The communicator is the sender who is the source of the message. The message is the information, feeling, attitude, idea for directive being transmitted and the message is transmitted through a channel.

Communication as a concept has not been easy to have a universally acceptable definition because of the multifaceted nature of the process however it serves as a leadership management strategy. Elmore (2000) for instance defines communication as the transfer of information, feeling or messages from a source to a receiver. He also stated that it is the process of transmitting meaning from sender to receiver. Ololube et al. (2019) in agreement ascertained that there is no unified way of defining communication. She opined that any definition of a topic as broad as communication would be too general, too complex, or too fragmented to be of any use to a leader. However, Ololube et al. (2016) defined communication as a process of transmitting one's thoughts, ideas, wishes, attitudes and emotions to others.

Levine (2005) also defined communication as the process of transmitting information and common understanding from one person to another. It is the process by which meanings are perceived and understandings are reached among human beings. To Nwankwoala (2016),

communication as the life wire of every organization since people working in the same environment must naturally send and receive information to and from one another. In all ramifications, communication is the most vital tool in human resource management for decision making, attainment of goals and objectives and for obtaining feedback from the staff and stakeholders. It is therefore the thread that keeps the various departments in organizations or institutions together. In the school system, communication involves sharing, transmitting messages, ideas, or attitudes among the school administrators, teachers, students, parents and other stakeholders who are interested in the system (Nwankwoala, 2016).

The communication channels can be vertical or horizontal. Vertical communication channel flows from superior to subordinates in form of directives for handling tasks, procedures and practice and so on. In the school system, as a principal of a school, you have to communicate or instruct your teachers or staff on what to do, how to do it, when to do it, to whom to do it and the consequences of the action. On the other hand, the teacher has to communicate to the students for effective performance. Another aspect of the vertical form of communication channel, information is transmitted from subordinate to superior. It can be from students to teachers or principal. It can also be from teachers to principals or head teachers. This can be in form of ideas, suggestions, opinions or grievances. Accurate upward communication is usually difficult to achieve as it is subject to filtering and distortion because the subordinate has a tendency to emphasize positive information, and withhold negative ones, and transmits what he or she feels may be pleasant to the superior (Nwankwoala, 2016).

Lateral or horizontal communication channel flows among subordinates of the same hierarchy. This is to harmonize all educational activities on the same level and integrate a strategic plan of action towards goal attainment educational goals. Effective communication is a vital tool for the success of any institution. It serves as a link between individuals in organizational activities, between leadership management and the subordinates (Nwankwoala 2016). High standard performance in schools can be maintained when there is a good leadership subordinate relationship which can be achieved through effective communication. There will be also better performance when the subordinates cooperate with the management in terms of adequate planning for lesson notes, effectiveness in lesson delivery, proper monitoring and evaluation of students' performance, provision of regular feedback on students' performance and others (Ayeni, 2012). In support of this, Nte (2007) as cited in Nwankwoala (2016) is of the opinion that communication provides a common trend for the management processes of planning, leading and controlling. It is therefore through communication that educational administrators develop plans, organize and carry out such plans, distribute responsibilities with corresponding authorities and design of jobs in order to attain educational set goals (Nwankwoala, 2016).

Effective communication enhances the attitudes of subordinates. Effective communication helps to develop a clear understanding of both school leadership and subordinates whereby relevant questions are asked and necessary answers provided for the establishment and dissemination of school goals and objectives. Through adequate communication in the classroom, effective teaching and learning experiences are achieved. In a school system where leadership management strategy of communication cannot effectively be used by the schools' leadership, both the leadership and the subordinates cannot effectively communicate and the attainment of educational goals in this regard, will be made impossible. Hence, the need for effective communication is leadership management strategies to cultivate positive attitude by subordinates and educational goal attainment (Nwankwoala, 2016).

METHODS

The research design for this study was a correlation design as it investigated the relationship between leadership strategies (LS) and subordinates attitude in the post primary schools in Rivers State.

Population

The population for this study was drawn from among the principals from secondary schools in Rivers State.

Sample and Sampling Technique

The sample for this study is made up of 266 principals and teachers were selected using a random sampling technique.

Instrumentation

The research instrument for this study was a self-structured questionnaire titled leadership strategies (LS) and subordinates attitude in the post primary schools (SAPPS) with each questionnaire having the 'A' which contained the demographic variables. The 'B' part contained the variable section understudy respectively with four sections. The questionnaires were distributed in their schools. The questionnaires contained two sections which were the demographic and variable sections. They were self-structured along strongly agree (SA) = 4, agree (A) = 3, disagree (D) = 2 and strongly disagree (SD) = 1.

Validity

The validity of the instruments were determined by my supervisor and two researchers in the department of measurement and evaluation who ensured that the instruments were valid.

Reliability

The reliability of the instrument was measured at 0.721 using Cronbach alpha.

Methods of Data Analysis

Mean, standard deviation at 2.5 criterion and percentage was used to answer the research question while Pearson moment correlation was used to test the hypothesis. This study's sample comprised of 266 principals and teachers from selected secondary schools in Rivers State. The data in the table reveal that principals from urban schools had an F = ratio of 172(65%) and rural schools had F = ratio of 94(35%); Gender had females F = ratio of 55(21%), males 210 (79%); Age below 50 had F = ratio of 69(26%) and above 50 years had F = ratio of 194(74%); principals showed females 26.6(10.0%), males had F = ratio of 239.4(90.0%); teachers showed females 106.4(40.0%), males had F = ratio of 159.6(60.0%). Educational status showed Graduates F = ratio of 212.8(80%) and post graduates 53.2(20%).

RESULT AND DISCUSSION

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 results of analysis for leadership strategy (LS) and promotion showed that there is significant relationship between leadership strategy (LS) and promotion. This hypothesis was tested using Pearson product moment correlation at p-value 0.05 level of significance. The analysis of Pearson product moment correlation reveal a negative correlation coefficient of $-.259^{**}$, with a significant p-value of .000 was rejected indicating a statistically significant relationship between leadership strategy (LS) and promotion in the post primary schools in Rivers State. Meaning, there is significant relationship between leadership strategy (LS) and promotion in the post primary schools in Rivers State.

The results of analysis for leadership strategy (LS) and good remuneration showed that there is significant relationship between leadership strategy (LS) and good remuneration. This hypothesis was tested using Pearson product moment correlation at p-value 0.05 level of significance. The analysis of Pearson product moment correlation reveal a positive correlation coefficient of $.206^{**}$, with a significant p-value of .000 was rejected indicating a statistically significant relationship between leadership strategy (LS) and good remuneration in the post primary schools in Rivers State. Meaning, there is significant relationship between leadership strategy (LS) and good remuneration in the post primary schools in Rivers State.

The results of analysis for leadership strategy (LS) and in-service training showed that there is significant relationship between leadership strategy (LS) and in-service training. This hypothesis was tested using Pearson product moment correlation at p-value 0.05 level of significance. The analysis of Pearson product moment correlation reveal a positive correlation coefficient of $.287^{**}$, with a significant p-value of .000 was rejected indicating a statistically significant relationship between leadership strategy (LS) and in-service training in the post primary schools in Rivers State. Meaning, there is significant relationship between leadership strategy (LS) and in-service training in the post primary schools in Rivers State.

The results of the analysis for leadership strategy (LS) and communication showed that there is significant relationship between leadership strategy (LS) and communication. This hypothesis was tested using Pearson product moment correlation at p-value 0.05 level of significance. The analysis of Pearson product moment correlation reveal a negative correlation coefficient of $.297^{**}$, with a significant p-value of .000 was rejected indicating a statistically significant relationship between leadership strategy (LS) and communication in the post primary schools in Rivers State. Meaning, there is significant relationship between leadership strategy (LS) and communication in the post primary schools in Rivers State.

Hypothesis 1 which states that “there is no significant relationship between leadership management strategy (LMS) and attitude of subordinates when promoted in the post primary schools in Rivers State” was rejected because leadership strategy (LS) was significantly related to attitude of subordinates when promoted. This is revealed in the significant level of .000 and a negative coefficient of $-.259^{**}$. This finding is in line with Majoni (2015), stated that promotion is defined as advancement to a higher rank or status. Promotion as at when due helps the employees to like their works, the works place and the environment, as well as to promote job satisfaction. Promotion of subordinates is a management strategy to build a positive attitude into the subordinates in educational system. Meindinyo et al. (2017) opined that this will invariably promote and facilitate teaching/learning process. Teachers are expected to be promoted as at when due in order for them to be committed to their duties. This is because promotion motivates subordinates, develops positive attitudes and inspires

them to put in their best in their job performance, increase the level of their competencies and aid in the attainment of pre-set educational goals and objectives.

Hypothesis 2 which states that “there is no significant relationship between leadership strategy (LS) and attitude of subordinates when given good remuneration in the post primary schools in Rivers State” was rejected because leadership strategy (LS) was significantly related to good remuneration. This is revealed in the significant level of .000 and a positive coefficient of .206^{**}. This finding is in line with Emmanouit et al. (2014), observed that low payment that is not appropriate to the effort of subordinates leads to low efficiency of production. Hence, Bensong (2014) suggested that remuneration of staff, adequate salary and timely payment of salary should be given priority, empathy and good report should be maintained in the school environment. This is to say that a well-paid teacher can perform his or her primary assignment effectively. Ndana (2011) also noted that the task of managing a school or class is a herculean task; therefore teachers should be motivated through adequate remuneration in form of allowances. Wangai (2015) also observed that employees’ satisfaction and motivation depend on fair remuneration informs of financial and non-financial compensations given to them. In other words, the employee’s positive performance is dependent on the manager’s ability to good remuneration as a leadership strategies (LS) and employ some satisfiers in the system and de-emphasizing the de-motivators. Tess (2003) further suggested that the school administrators must create a belief among the teachers that good performance would receive better remuneration, create conditions such that positive outcome, will be seen to be related to good performance.

Hypothesis 3 which states that “there is no significant relationship between leadership strategy (LS) and attitude of subordinates when given in-service training in the post primary schools in Rivers State” was rejected because leadership strategy (LS) was significantly related to in-service training. This is revealed in the significant level of .000 and a positive coefficient of .287^{**}. This finding is in line with Ferg (2005) who maintained that promoting teacher quality in post primary school through in-service education is a key element in improving productivity among teachers in post primary schools. There are some critical elements in the training of teachers that need to be given serious attention. Manduku (2016) maintains that establishing clear performance goals and communicating them to subordinates, introducing only a few basic rules during early job performance stages, and building upon staff present skill level during early job stages, among others are essential to developing positive attitude in subordinates. Besong (2001), also noted that trained and more experienced staff tends to produce greater results and ability with fewer disciplinary problems. He further asserted that in-service training acquired through seminars, workshop and conferences is an important factor that contributes to improvement and good attitude of the staff, job performance and that of the students’ academic performance respectively. This implies that in-service training provides the teachers with better experiences necessary to perform optimally on their jobs.

Hypothesis 4 which states that “there is no significant relationship between leadership strategy (LS) and attitude of subordinates with communication in the post primary schools in Rivers State” was rejected because leadership strategy (LS) was significantly related to communication. This is revealed in the significant level of .000 and a negative coefficient of .297^{**}. This finding is in line with Ndana (2011) who noted that communication is by itself a process and has the identifiable element of the communicator, the channel, the message, the receiver and the effect. The communicator is the sender who is the source of the message. The message is the information, feeling, attitude, idea for directive being transmitted and the message is transmitted through a channel. Communication as a concept has not been easy to come up with have a universally acceptable definition because of the multifaceted nature of the process however it serves as a leadership strategy. Elmore (2000) for instance stated that

communication is the transfer of information, feeling or messages from a source to a receiver. He also stated that it is the process of transmitting meaning from sender to receiver. Ololube et al. (2016) in agreement confirmed that there is no unified way of defining communication. She opined that any definition of a topic as broad as communication would be too general, too complex, or too fragmented to be of any use to a leader. However, Ololube (2017) and Ololube et al. (2019) defined communication as a process of transmitting one's thoughts, ideas, wishes, attitudes and emotions to others. Levine (2005) also defined communication as the process of transmitting information and common understanding from one person to another. It is the process by which meanings are perceived and understandings are reached among human beings. Nwankwoala (2016) saw communication as the life wire of every organization since people working in the same environment must naturally send and receive information to and from one another. In all ramifications, communication is the most vital tool in human resource management for decision making, attainment of goals and objectives and for obtaining feedback from the staff and stakeholders. It is therefore the thread that keeps the various departments in organizations or institutions together. In the school system, communication involves sharing, transmitting messages, ideas, or attitudes among the school administrators, teachers, students, parents and other stakeholders who are interested in the system (Nwankwoala 2016) (See Table 2).

Table 2: Pearson moment correlation analysis of the relationship between leadership management strategies and subordinates attitude in the post primary schools

| Correlations for leadership management strategies and subordinates attitude in the post primary schools. (N =266) | | | | | |
|---|---------------------|--|--|--|---|
| | | Leadership management strategy (LMS) and promotion | Leadership management strategy (LMS) and good remuneration | Leadership management strategy (LMS) and in-service training | Leadership management strategy (LMS) and communication. |
| Leadership strategy (LS) and promotion | Pearson Correlation | .297** | -.674** | -.186** | -.259** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 |
| | N | 266 | 266 | 266 | 266 |
| Leadership strategy (LS) and good remuneration | Pearson Correlation | -.674** | .297** | .107* | .206** |
| | Sig. (2-tailed) | .000 | .000 | .047 | .000 |
| | N | 266 | 266 | 266 | 266 |
| Leadership strategy (LS) and in-service training | Pearson Correlation | -.186** | .107* | .297** | .287** |
| | Sig. (2-tailed) | .000 | .047 | .000 | .000 |
| | N | 266 | 266 | 266 | 266 |
| Leadership strategy (LS) and communication | Pearson Correlation | -.523** | .511** | .170** | .297** |
| | Sig. (2-tailed) | .000 | .000 | .001 | .000 |
| | N | 266 | 266 | 266 | 266 |

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

CONCLUSION

The study has investigated leadership strategies and subordinates attitude in the post primary schools in Rivers State. Leadership strategies are central to subordinates attitudes which by extension affects job performance. Furthermore, the study highlighted the need to embrace promotion, good remuneration, in-service training and communication as because of valued effect on subordinates and job performance. The study also noted that the extent to which

these tools are made available in teaching profession, it will also provide the zeal and feeling of commitment job. If subordinates are to perform their duties efficiently, they should also be rewarded accordingly by means of good condition of service like their counterparts in other professions. It is also important to note that the main benefit of implementing these leadership strategies is to retain, attract and motivate subordinates to put in their best in order to achieve the major objectives of the educational sector.

Recommendations

The study therefore recommends that:

- Promotion is carried as when due and rightly implemented for subordinates to bring about optimization of job performance.
- Remuneration of personnel should be fair and commensurate to work performed, and as far as possible, afford satisfaction both to personnel and the organization
- In-Service training like seminars, workshop and conferences should be used to enhance the professional knowledge, attitudes, and skills of teachers so as to improve their job performance of subordinate's academic performance.
- Effective communication be utilized in the relationship between leadership management and subordinates. Effective communication will create free flow of information. It will enhance inter-departmental and interpersonal relationship in the institution and promotes speedy distributions and delivery of aims and objective of the organization, leadership and subordinates respectively.

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