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INNOVATIVE LEADERSHIP FOR EFFECTIVE ADMINISTRATION IN PUBLIC SENIOR SECONDARY SCHOOL IN RIVERS STATE

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ABSTRACT

The study examined innovative leadership for the effective administration of public senior secondary schools in Rivers State. The study adopted a descriptive research design. The target population for the study consists of three hundred and two (302) principals from the 302 public senior secondary schools in Rivers State (Rivers State Senior Secondary Schools Board, 2023). A sample size of 242 principals was drawn from the study population thereby making 80% of the total population which was determined using the stratified simple random sampling technique was used to select the principals. The instrument used for data collection was a self-designed questionnaire, titled Innovative Leadership for the Effective Administration Questionnaire (ILEAQ). The instrument was structured on the 4-point modified Likert scaling pattern. Strongly Agree (SA- 4 points), Agree (Agree – 3 points), Disagree (D – 2 points), and Strongly Disagree (SD – 1 point). The instrument was validated by the researcher supervisor and three other experts while its reliability was tested using Cronbach alpha and a reliability index of 0.87 was established (r). of a total of 242(100%) copies of the questionnaire distributed, only 215(89%) copies of the questionnaire were correctly filled and used for the analysis while 27(11%) were wrongly filled and invalid. Mean and standard deviation were used as statistical tools to answer the research questions while the null hypotheses were tested using an Independent Sample t-test at 0.05 level of significance, using the statistical package for social sciences (SPSS) version 25. Findings from the study revealed that innovative leaders of schools that are open-minded, risk-takers, emotionally stable, and action-oriented influence the effective administration of public senior secondary schools in Rivers State. The study concluded that innovative leadership enhances the effective administration of public senior secondary schools in Rivers State. Based on the finding, the study recommended among others that the leadership of schools should be open-minded in relating with staff for effective administration and that they should also be involved in risk-takers that are of the school's interest.

Keywords: Innovative Leadership, Open-Minded, Risk-Takers, Emotionally Stable, Action-Oriented, Effective Administration.

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INTRODUCTION

Effective and goal-oriented administration as the hallmark of academic excellence is the aim of every functional school. It is not enough to keep the administrative routine in secondary schools as a doctrine but to be goal-oriented in this era of global competitiveness. Any formal effort geared towards the realization of set goals using human, material and financial resources is termed administration.

Administration can be a discipline concerned with facilitating the accomplishment of goals through the systematic utilization of available human and material resources. No wonder Omoregie (2008) saw school administration as the arrangement of human and material resources and programmes available to education for the attainment of educational objectives. This holds that school administration involves a systematic utilization of available human and material resources to implement educational programmes within the guidelines of educational policies to achieve the goals of education.

Educational Administration is the process of bringing men and materials together for effective and functional teaching and learning in the school. The focus of educational administration is the enhancement of teaching and learning. School administration can also be seen as a process through which the school administrators arrange and coordinate the resources available to education, to achieve the goals of the educational system. Interestingly, secondary school is the intermediate level of education which is an inevitable bridge between primary school and higher institutions. It can only be productive if there is effective and efficient management of human and material resources available to it. And the core objective of secondary school as enshrined in the National Policy on Education is to prepare individuals for useful living within society and higher education (FRN, 2014).

To achieve predetermined goals, there must be effective and efficient leadership whose responsibility it is to plan, organize, coordinate, control, and budget as well as mobilize both human and non-human resources for the actualization of the set goals coupled with the ever-changing demands of the school system in this age of global competitiveness. It is therefore on that premise that innovative leadership is considered. Innovative leadership involves applying innovation and creativity to managing people and the educational system.

Innovative leaders often inspire productivity in new ways and through different approaches that have typically been used and taken. Leaders who think outside the box stimulate the follower's critical and problem-solving skills thereby increasing their creativity quotient which ultimately leads to innovation (Singh & Modassir, 2007). Innovative leaders inspire and motivate their team members to commit to the organizational visions and promote future goals.

The ability to apply innovation is especially important in times of uncertainty, ambiguity and risk, so institutions that often encounter such situations can benefit from bringing on innovative and creative leaders. To aid innovative leadership to achieve effective administration, they must build their plans and actions around these four elements, emotional intelligence, management innovations, innovative organization and interaction with stakeholders because they are interrelated to enforce and foster innovations in schools.

Statement of the Problem

Today's educational institutions must address many complex issues. Education systems worldwide face challenges that will require dynamic and effective leadership teams, which

would help to coordinate administrators, teachers, and policymakers to actualize educational goals. These teams must understand the ever-changing environment and be prepared to implement best practices that will benefit the school. Consequently, when the leadership of an institution are unimaginative, uninventive, unoriginal, uncreative, clumsy, unresourceful, unskillful and awkward, then the leadership of the institution finds it very difficult to effectively carry out its administrative duties. While the importance of leadership in education settings has been discussed for many years, an understanding of how to lead innovation generally has not been taught within education leadership programs. Without creativity, there is no innovation. This one is a bit of a no-brainer, but it needs saying.

Innovation comes from creative vision. Without that creative vision, there is nothing to innovate. Un-innovative leadership will stick to conventional methods and solutions to implement unexpected creative ideas. As a result, the idea will become more conventional as it is realised, thus diluting its innovativeness. So, uncreative leadership tends to dilute the creativity of potential innovations—thus, reducing value. The creative team is continually creative, adding value to the original creative idea as the members develop it. However, the essence of innovation is more than just change or transformation. It is all about leveraging challenges into ideas and disruptive solutions implemented properly; it translates to administrative imperatives such as significant differentiator factors and competitive advantage. It is therefore on this premise that this study examined innovative leadership for the effective administration of public senior secondary schools in Rivers State.

Aim and Objectives of the Study

The following research questions guided the study. Specifically, the objectives are to:

- Examine how innovative leadership open-mindedness influences the effective administration of public senior secondary schools in Rivers State.
- Investigate how innovative leadership risk tolerance influences the effective administration of public senior secondary schools in Rivers State.
- Determine how innovative leadership and emotional stability influence the effective administration of public senior secondary schools in Rivers State.
- Ascertain how innovative leadership action-oriented influence the effective administration of public senior secondary schools in Rivers State.

Research Questions

The following research questions were raised to guide this study:

- How does innovative leadership open-mindedness influence the effective administration of public senior secondary schools in Rivers State?
- How does innovative leadership risk tolerance influence the effective administration of public senior secondary schools in Rivers State?
- How do innovative leadership and emotional stability influence the effective administration of public senior secondary schools in Rivers State?
- How does innovative leadership action-oriented influence the effective administration of public senior secondary schools in Rivers State?

Hypotheses

The following hypotheses were formulated and tested at a 0.05 level of significance:

- There is no significant difference in the mean rating of males' and females' innovative leadership open-mindedness influence on the effective administration of public senior secondary schools in Rivers State.
- There is no significant difference in the mean rating of males' and females' innovative leadership risk tolerance influence on the effective administration of public senior secondary schools in Rivers State.
- There is no significant difference in the mean rating of males' and females' innovative leadership emotional stability influence on the effective administration of public senior secondary schools in Rivers State.
- There is no significant difference in the mean rating of males' and females' innovative leadership action-oriented influence on the effective administration of public senior secondary schools in Rivers State.

THEORETICAL FRAMEWORK

Robert House Path-Goal Theory in 1971

The Path goal theory was first developed by Robert J. in 1971. The path-goal theory of leadership stated that a leader's traits and behaviours can directly affect the satisfaction, motivation, and performance of their team members (Alanazi et al., 2013). In other words, how successful a leader is can be determined by their ability to promote the contentment, goals, and skills of their subordinates. Following this, leaders should be flexible enough to complement their team members and make up for their shortcomings with certain leadership styles. House believed that a leader's behaviour is contingent on employee satisfaction, employee motivation and employee performance. The Path-Goal theory stated that a good leader provides clear direction, sets high goals, gets involved in goal achievement and supports his employees. Path-goal theory is designed to explain how leaders can help followers along the path to their goals by selecting specific behaviours that are best suited to followers' needs and to the situation in which followers are working (Olowoselu et al., 2019). The assumption of this theory is that:

It is useful in overcoming challenges in training: Challenges and obstacles in training, such as low participation rates or unfinished courses, are unfortunately inevitable sometimes. Providing trainers with the four different strategies can better prepare them to avoid problems and equip them with the means to handle different types of learners. This way, delivering successful corporate training programs becomes more possible (Yang & Lim, 2016),

Achieve training-related goals: Having effective training methods can guide future leaders in the right direction and achieve their training-related goals. These can include reaching high test score averages or improving specific skills and abilities. Ultimately, the institution can only stand to benefit by making up for shortcomings and supporting its leaders and employees in setting and reaching their goals.

Boost performance, motivation, and confidence: Completing training programs can lead to significant boosts in productivity, motivation, and confidence. Effective trainers, and by extension effective leaders, understand the importance of rewarding and recognizing efforts through the use of incentives and intrinsic motivation. By applying different path-goal leadership styles, you can drive employees to their maximum potential.

The Path-goal theory of leadership is relevant to this study because applying the theory to institutional training initiatives will help leaders produce effective and competent leaders that can guide their employees and institution to success. Leaders can use the path-goal theory of leadership in different ways. Using a certain leadership style would depend on the workplace structure and relationship behaviours like respect and trust of the team members. The theory helps in building a positive work environment. A more positive and functional environment is nurtured when the path-goal theory is applied to corporate training, as communication and collaboration allow employees to be involved in daily workplace happenings, a peaceful workplace can be created and nurtured.

CONCEPTUAL CLARIFICATION

Innovative Leadership

Innovation is one of the most important things that an organization must do for survival. Hence, an institution of learning needs leaders who can reinforce the value of innovation in its daily activities. Innovation leadership refers to a management technique that focuses on the integration of various leadership styles to increase creativity, competency, and collaboration within the workplace (Setyawan et al., 2023). Usually, when people speak of innovators, what they mean are creative innovative thinkers. In other words, people who can generate creative ideas that become the basis of innovations. An innovative leader does not even need to be the person who creates the idea behind an innovation. They simply recognize great idea—perhaps devised by a subordinate—and envision the path that leads to that idea becoming a reality. Indeed, it is correct to say that creative genius is less important in an innovative leader than in the ability to form a vision around an idea or set of ideas. And once they have formed that vision, they need to be able to share with employees, suppliers and business partners the vision as well as enthusiasm for turning that vision into a reality.

This leadership style is applied to guide and inspire employees in developing the skills they need to improve the organization's innovation performance, particularly in the production of viable and strategically aligned ideas that can mould the institution's present and future success (Alrowwad et al., 2020). Innovation leadership is of utmost importance for every institution because successful innovation begins with ideation, this is the phase where outstanding ideas are developed as the foundation of innovation success. Considering how leadership can impact the productivity and efficiency of employees, educational leaders have to go beyond cascading instructions. Traditionally, institutional leadership and employees observe a relationship that is characterized by obedience and authority. Innovation leadership goes beyond this setup in the sense that innovative leaders are open to the suggestions of their employees, and are more than willing to offer constructive feedback. With innovation leadership, innovation culture is built, fostered, and practised (Baumgartner, 2011).

Innovative leaders of higher institutions combine proven methodologies to increase the engagement, knowledge, and skills of their teams to enhance the institution's innovation

performance. They are smart in making decisions, particularly when the institution's innovation efforts are at stake. They plan and study every step of the innovation process carefully, and they provide the resources their employees need to bring their innovative ideas to life. Innovative leaders of higher institutions also consider trends in formulating significant strategies for the institution's future image and services. They keep everyone on board in reinforcing the changes that are necessary for the institution to thrive in its respective sector (Baumgartner, 2011).

Effective Administration

The concept of school administration is a widespread topic of concern and has been conceptualized from diverse perspectives. NOUN in Usman (2016), asserted that school administration is a social process concerned with identifying, maintaining, stimulating, controlling and unifying formally and informally organized human and material energies within an interpreted system, while Okendu (2012) in his own view defined school administration as a concept involving all the processes through which resources are mobilized in educational institutions to accomplish the goals of education. It is a process of mobilizing school resources towards the achievement of desirable educational goals. School administration is an activity process that requires expertise and training in educational principles and practices in ensuring proper management of schools' general activities for achieving results in education.

Igwe (2010) holds that school administration is the implementation and facilitation of programmes and management of the school resources for the achievement of school objectives. The school administration is the branch of pedagogy that studies the means and methods of administering schools, reveals the distinctive feature of the system of school management, and analyzes the specific problems involved in organizing such a system. Summarily, Nwankwoala (2016) posited that school administration involves managing, administering the curriculum and teaching, pastoral care, discipline, assessment, evaluation and examination, resource allocation, costing and forward planning, staff appraisal, relationship with the community, use of the practice for surviving the policies of the organization such as decision making, negotiation, bargaining, communication, conflict handling, running meeting etc.

The main task of the school head involves interpreting policy, executing curriculum programmes, seeing to the student's welfare, provision and maintenance of equipment and facilities, inducting and re-training of staff and maintaining an effective school-community relationship (Ezihuo, 2019). The school administration is especially concerned with students, teachers, rules and regulations, and policies governing the school system. Overall, the school administrator oversees the effectiveness of the day-to-day activities of the school. This implies that for effectiveness, school administrators must be trained on the principles and practices of education to have an in-depth knowledge of the basic classroom management and instructional methods which always form the foundation for students' excellent academic performance and achievement.

In addition, a school administrator should be trained in educational management concepts that provide administrative skills, model behaviours and motivation in achieving academic goals and qualitative service delivery. The school administrator has the responsibility of ensuring that the established procedures and structures help the school achieve its objective. The image of a modern school administrator is characterized by certain important leadership qualities. The following personal qualities are generally considered desirable qualifications of an effective

school administrator. They are professional competency, self-confidence, sociability, moral integrity, humility, modesty, sound health etc.

Effective administrative management includes a strategy to promote leaders from within, and this will require developing the abilities to exist between team members and honing their skills (Taylor et al., 2014). The degree to which objectives are achieved and the extent to which targeted problems are solved is bent on administrative effectiveness. In contrast to efficiency, effectiveness is determined without reference to cost and whereas efficiency means doing things right, effectiveness means doing the right thing. Hence, the success of every organization be it formal or informal is geared towards effectiveness that is based on the fact that they want or wish to attain some or an already predetermined goals. The achievement of specific goals or aims of an institution or establishment is what effectiveness is all about. Effectiveness is, therefore, the production of desired effects or results. Organization varies, as school is one of the units of the concept of organization. The effectiveness of an educational organization varies from a public utility, such as the ability to manage funds, students' level of achievement, etc. (Albury, 2005).

Innovative Leadership Open-Mindedness Influence on Effective Administration

Open-mindedness is essential for innovation because it allows for creative solutions to problems, as well as new ideas and approaches. When a leader embraces open-mindedness, it encourages its employees to think outside the box and come up with solutions that may not have been considered before. Being open-minded allows leaders to see things from a different perspective or how things can be applied in new and novel ways. Leaders can find opportunities or opportunities can find leaders as long as the leader is open minded. Open-mindedness involves being receptive to a wide variety of ideas, arguments, and information. Being open-minded is generally considered a positive quality. It is necessary to think critically and rationally (Kwong, 2016). A leader who listens empowers employees to bring new ideas to the table. It helps team members build confidence that their voices will be heard and fosters a sense of loyalty to the institution too which also promotes effective administration.

Innovative Leadership Risk Tolerance Influence on Effective Administration

Risk means taking a chance, trying something new, and possibly failing or succeeding, but we must all experience risk in our lives. Taking chances is one of the most crucial ways of helping to advance one's skills and gain experience. Leadership that innovates and takes risks are usually more agile and adaptable in the face of risks (Teece et al., 2016). Innovative solutions can also be the key to mitigating or avoiding risks. Leaders recognize that to be innovative, one needs to take risks. Risk-taking is such a critical skill. Research has also shown that leaders who take risks are more likely to be positively perceived by their employees, regardless of whether they succeed. Innovation and risk-taking require the right internal structures to succeed. Innovation requires a culture that encourages responsible risk. A culture must come from the top. Leaders need the tools to evaluate risk in their institutions. Risk-takers are more likely to be successful because they do not limit themselves and are willing to put in their energy when every other person is hesitant (Zafar & Meenakshi, 2012). Finally, calculated risks are often worth taking, even if they don't always result in positive outcomes. Without taking them, we would never know what could have been. Risk-takers are often more satisfied with their lives and happier with themselves than non-risk-takers because they have effective administration.

Innovative Leadership Emotional Stability Influence on Effective Administration

Emotional stability refers to a person's ability to remain stable and balanced. Being emotionally stable means, the leader can stay calm during stressful periods and tends not to experience many negative feelings (Drigas & Papoutsi, 2020). Emotional stability reflects the tendency to be calm during a crisis, patient with employees, and unflustered in the face of obstacles. Leaders low in this trait, alternatively, tends to be moody, defensive, and callous. Emotional stability enables the leadership of an institution to develop an integrated and balanced way of perceiving the problems of life. This organizational ability and structured perception help one to develop reality-oriented thinking, judgment and evaluation ability. Emotionally intelligent individuals possess innovation leadership. They present confidence in who they are and how they believe. They can identify and manage their emotions as well as the emotions of others. When leaders are emotionally stable, they can maintain their focus no matter how challenging things may become. They prevent their emotions from controlling them therefore they stay in control. They can think and analyze the situation better, allowing them to come up with a solution for the effective administration of the school (Ashkanasy & Daus, 2002).

Innovative Leadership Action-Oriented Influence on Effective Administration

Innovative leadership action-oriented is the leader's willingness and ability to take practical action to deal with a problem or situation (Uusiautti, 2013). If Leaders are highly action-oriented, they get things done, whether on their own or through other people. Action-oriented leaders make good on their commitments, and they make sure that other people do as well. Whatever they need to do for a project, they follow through on it. In terms of communication, action-oriented leaders are focused on results and performance. They want to see and hear about achievements and actions to overcome challenges. They tend to be direct, quick to move from one topic to another, pragmatic and impatient. They need to keep things moving to actualize effective administration. Being action-oriented implies a mindset or attitude that is focused on taking practical steps to address and solve problems or situations.

Review of Related Empirical Studies

Uslu et al. (2015) carried out an investigation of the effects of open leadership to organizational innovativeness and corporate entrepreneurship. The study was designed to assess the effects of leadership on organizational performance through the mediation of knowledge management by comparing open leadership with other approaches to leadership. Adopting a survey methodology, data from a total of 422 participants were gathered through convenience sampling. It is apparent that open leadership is an approach that supports entrepreneurship and innovativeness, yet is not so frequently observed in Turkey, compared to other leadership styles. The results are elaborated in the discussion section and several propositions are put forward in order to support open leadership with the aim of disseminating a culture of entrepreneurship in organizations.

Jung et al. (2020) examined the relationship between empowering leadership, risk-taking behavior, and employees' commitment to organizational change: The mediated moderating role of task complexity. The aim of this study is to investigate the relationship between empowering leadership and the commitment to organizational change of Korean employees and also examine

whether risk-taking behavior mediates the above relationship. Moreover, we attempt to address the moderating role and mediated moderating role of task complexity in the relationship between risk-taking behavior and commitment to organizational change. The main hypotheses were tested using a cross-sectional design, with questionnaires administered to 275 employees working in Korean firms. The results of the empirical analysis revealed that empowering leadership was positively related to commitment to organizational change. The results also showed that risk-taking behavior positively mediated the relationship between empowering leadership and employees' commitment to organizational change. More importantly, we found that the indirect effect of empowering leadership on commitment to organizational change via risk-taking behavior was stronger when task complexity was high. Uncovering the relationship between empowering leadership and employees' commitment to organizational change through the mediating role of risk-taking behavior and the mediated moderating role of task complexity has useful theoretical and practical implications. The limitations of the study are discussed along with suggestions for future research.

Wan et al. (2022) examined the impact of emotional leadership on the subordinates' job performance, the mediating role of subordinates' positive emotions, and the moderating role of susceptibility to positive emotion. The study adopted the correlation design to examine the relationship between variables. Hierarchical regression analysis of 362 valid questionnaires showed that: (1) emotional leadership has a significant positive effect on subordinates' job performance; (2) subordinates' positive emotion partially mediated the relationship between emotional leadership and subordinates' job performance; (3) subordinates' susceptibility to positive emotion positively moderated the relationship between emotional leadership and positive emotions, i.e., the higher the subordinates' susceptibility to positive emotion, the greater the effect of emotional leadership on their positive emotions. This study validates affective events theory, deepens the understanding of the influence mechanism and boundary conditions of emotional leadership on subordinates' job performance, and provides some references for employee performance management.

Suškevičs et al. (2019) conducted a study on the process and contextual factors supporting action-oriented learning: a thematic synthesis of empirical literature in natural resource management. The study conducted a qualitative in-depth synthesis of the selected scientific empirical literature (N = 53), which explores factors affecting action-oriented learning. The study inductively identifies eight key process-based and contextual factors discussed in this literature. Three patterns emerge from our results. First, the literature discusses both facilitated participation and self-organized collaboration as dialogical spaces, which bridge interests and support constructive conflict management. Second, the literature suggests practice-based dialogues as those best able to facilitate action and puts a strong emphasis on experimentation. Finally, not emphasized in existing reviews and syntheses, we found multiple pieces of evidence about certain contextual factors affecting learning, including social-ecological crises, complexity, and power structures. The study also points to important knowledge gaps, which can be used to advance the current research agenda about learning and NRM.

METHODS

This study adopted a descriptive research design. The target population for the study consists of three hundred and two (302) principals from the 302 public senior secondary schools in Rivers State (Rivers State Senior Secondary Schools Board, 2023). A sample size of 242 principals was

drawn from the study population thereby making 80% of the total population which was determined using the stratified simple random sampling technique was used to select the principals. The instrument used for data collection was a self-designed questionnaire, titled Innovative Leadership for the Effective Administration Questionnaire (ILEAQ). The instrument was structured on the 4-point modified Likert scaling pattern. Strongly Agree (SA- 4 points), Agree (Agree – 3 points), Disagree (D – 2 points), and Strongly Disagree (SD – 1 point). The instrument was validated by the researcher supervisor and three other experts while its reliability was tested using Cronbach's alpha and a reliability index of .870 was established. Of a total of 242(100%) copies of the questionnaire distributed, only 215(89%) copies of the questionnaire were correctly filled and used for the analysis while 27(11%) were wrongly filled and invalid. Mean and standard deviation were used as statistical tools to answer the research questions while the null hypotheses were tested using an Independent Sample t-test at 0.05 level of significance, using the statistical package for social sciences SPSS version 25.

DATA ANALYSIS AND RESULT

Answers to Research Questions

Research Question One: How does innovative leadership open-mindedness influence the effective administration of public senior secondary schools in Rivers State?

Table 1: Descriptive Statistics of Mean score and standard deviation of innovative leadership open-mindedness influence the effective administration

N/S	N=215	Mean	SD.	Remark
1.	Open-minded leaders think of how things can be applied in new and novel ways.	2.612	.735	Agree
2.	Open-minded helps leaders put their differences aside and cooperate to progress as individuals and institutions.	3.217	.821	Strongly Agree
3.	Leaders who are open-minded tend to be more self-aware, trusted by their employees, and interested in developing their skills	3.061	.884	Strongly Agree
4.	Open-minded leaders are aware that their own and others' beliefs and filters can be limiting	2.782	.730	Agree
		2.918	.793	Agree

The first research question states “How does innovative leadership open-mindedness influence the effective administration of public senior secondary schools in Rivers State? The result of the analysis shows a grand mean score of 2.918 which is above the criterion mean value of 2.50 on a modified four-point Likert scale. This implies that the majority of the respondents agreed that innovative leadership that is open-minded influence the effective administration of public senior secondary schools in Rivers State.

Research Question Two: How does innovative leadership risk tolerance influence the effective administration of public senior secondary schools in Rivers State?

Table 2: Descriptive Statistics of Mean score and standard deviation of innovative leadership risk tolerance influence the effective administration

N/S	N=215	Mean	SD.	Decision
5	Leaders take risks to increase their confidence to be an effective administrator	3.303	.883	Strongly Agree
6	Leaders take risks to assess the pros and cons of their potential decisions.	2.790	.919	Agree
7	Leaders take risks err on the side of taking risks while knowing the potential consequences	2.507	.837	Agree
8	School leaders accept risk as a cost of opportunity and innovation.	3.226	.931	Strongly Agree
		2.957	.893	Agree

The second research question states “How does innovative leadership risk tolerance influence the effective administration of public senior secondary schools in Rivers State?? The result of the analysis shows a grand mean score of 2.957 which is above the criterion mean value of 2.50 on a modified four-point Likert scale. This implies that the majority of the respondents agreed that innovative leadership that takes risk influence the effective administration of public senior secondary schools in Rivers State.

Research Question Three: How does innovative leaders’ emotional stability influence the effective administration of public senior secondary schools in Rivers State?

Table 3: Descriptive Statistics of Mean score and standard deviation of innovative leaders’ emotional stability influence the effective administration

S/N	N= 215	Mean	SD.	Decision
9	When a leader is emotionally stable he can express confidence in an individual by showing positive affect toward them	2.9592	.97528	Agree
10	leaders who heavily suppress their emotions are less satisfied in their work,	2.8966	1.03642	Agree
11	Emotional stability enables a leader to develop an integrated and balanced way of perceiving the problems of life	2.9624	.92408	Agree
12	Emotional stability allows a leader to think clearly and make rational decisions, even when faced with stressful situations	2.7429	1.18550	Agree
		2.8903	1.030	Agree

The third research question states that “How does innovative leaders’ emotional stability influence the effective administration of public senior secondary schools in Rivers State??” The result of the analysis shows a grand mean score of 2.8903 which is above the criterion mean value of 2.50 on a modified four-point Likert scale. This implies that the majority of the respondents agreed that innovative leaders that are emotionally stable influence the effective administration of public senior secondary schools in Rivers State.

Research Question Four: How does innovative leadership action-oriented influence the effective administration of public senior secondary schools in Rivers State?

Table 4: Descriptive Statistics of Mean score and standard deviation of innovative leadership action-oriented influence the effective administration

S/N	N= 215	Mean	SD.	Decision
13	An action-oriented leader guides a vision forward with a team in order to reach objectives and make progress	3.064	1.032	Strongly Agree
14	A leader who is action-oriented ensures he gets things done, whether on his own or through other people	3.013	1.006	Strongly Agree
15	A leader who is action-oriented makes good on their own commitments and makes sure that other people do as well.	3.113	.891	Strongly Agree
16	A leader who is action-oriented is willing to take practical action to deal with a problem or situation	3.000	1.026	Strongly Agree
		3.048	.989	Strongly Agree

The fourth research question states How does innovative leadership action-oriented influence the effective administration of public senior secondary schools in Rivers State? The result of the analysis shows a grand mean score of 3.048 which is above the criterion mean value of 2.50 on a modified four-point Likert scale. This implies that the majority of the respondents strongly agreed that innovative leaders that are action-oriented influence the effective administration of public senior secondary schools in Rivers State.

Test of Hypotheses

The study hypotheses were tested using the independent sample t-test with the aid of a statistical package for social science (SPSS, 25.0) at a 95% level of confidence and a (0.05%) level of significance in order to draw conclusions and make generalizations to the study population. The decision rule: if the test statistic obtained from the sample falls within the acceptance region at $P < 0.05$ level of significance; our decision will be to reject the null hypothesis if $P > 0.05$; otherwise accept the null hypothesis.

Hypothesis 1: There is no significant difference in the mean rating of males' and females' innovative leadership open-mindedness influence on the effective administration of public senior secondary schools in Rivers State

Table 5: Summary of independent t-test analysis on the difference between male and female innovative leadership open-mindedness influence on the effective administration of public senior secondary schools in Rivers State

Respondents	N	\bar{x}	SD	Df	t	Sig.	Decision
Male	144	2.918	.7931	213	0.783	0.558	Not Significant
Female	71	2.792	.7086				

Table 5 indicates that $t = 0.783$, $df = 213$ at a significance level of ($P = 0.558 > 0.05\%$) observed that; there is no significant difference in the mean rating of male and female innovative leadership open-mindedness influence on the effective administration of public senior secondary schools in Rivers State. Therefore, the null hypothesis is retained at the 0.05 level of significance.

Hypothesis 2: There is no significant difference in the mean rating of males' and females' innovative leadership risk tolerance influence on the effective administration of public senior secondary schools in Rivers State.

Table 6: Summary of independent t-test analysis on the difference between male and female innovative leadership risk tolerance influence on the effective administration of public senior secondary schools in Rivers State

Respondents	N	\bar{x}	SD	Df	t	Sig.	Decision
Male	144	3.1654	.56421	213	1.718	0.082	Not Significant
Female	71	2.6321	.47573				

Table 6 indicates that $t = 1.718$, $df = 213$ at a significance level of ($P=v=0.082 > 0.05\%$) observed that; there is no significant difference in the mean rating of male and female innovative leadership risk tolerance influence on the effective administration of public senior secondary schools in Rivers State. Therefore, null hypothesis two is retained at the 0.05 level of significance.

Hypothesis 3: There is no significant difference in the mean rating of males' and females' innovative leadership emotional stability influence on the effective administration of public senior secondary schools in Rivers State

Table76: Summary of independent t-test analysis on the difference between male and female innovative leadership emotional stability influence on the effective administration of public senior secondary schools in Rivers State

Respondents	N	\bar{x}	SD	Df	t	Sig.	Decision
Male	144	2.8242	.52164	213	3.183	0.001	Significant
Female	71	2.9933	.75203				

Table 7 indicates that $t = 3.183$, $df = 213$ at a significance level of ($P=v=0.001 < 0.05\%$) observed that; there is a significant difference in the mean rating of male and female innovative leadership emotional stability influence on the effective administration of public senior secondary schools in Rivers State. Therefore, null hypothesis three is rejected at the 0.05 level of significance.

Hypothesis Four: There is no significant difference in the mean rating of males' and females' innovative leadership action-oriented influence on the effective administration of public senior secondary schools in Rivers State.

Table 8: Summary of independent t-test analysis on the difference between male and female females' innovative leadership action-oriented influence on the effective administration of public senior secondary schools in Rivers State

Respondents	N	\bar{x}	SD	Df	t	Sig.	Decision
Male	144	3.418	.6324	213	2.319	0.002	Significant
Female	71	3.9210	.5620				

Table 8 indicates that $t = 2.319$, $df = 213$ at a significance level of ($P = 0.002 < 0.05\%$) observed that; there is a significant difference in the mean rating of male and female innovative leadership emotional stability influence on the effective administration of public senior secondary schools in Rivers State. Therefore, null hypothesis three is rejected at the 0.05 level of significance.

DISCUSSION OF FINDINGS

The study examined innovative leadership for the effective administration of public senior secondary schools in Rivers State. The findings of the study showed innovative leaders that are open-minded, risk-takers, emotionally stable, and action-oriented influence the effective administration of public senior secondary schools in Rivers State. Similarly, the first hypothesis assumed no significant difference in the mean rating of male and female innovative leadership open-mindedness influence on the effective administration of public senior secondary schools in Rivers State. Therefore, the null hypothesis is retained at the 0.05 level of significance. This was supported by Uslu et al. (2015) who carried out an investigation of the effects of open leadership on organizational innovativeness and corporate entrepreneurship. The study was designed to assess the effects of leadership on organizational performance through the mediation of knowledge management by comparing open leadership with other approaches to leadership. Adopting a survey methodology, data from a total of 422 participants were gathered through convenience sampling. It is apparent that open leadership is an approach that supports entrepreneurship and innovativeness, yet is not so frequently observed in Turkey, compared to other leadership styles. The results are elaborated in the discussion section and several propositions are put forward in order to support open leadership with the aim of disseminating a culture of entrepreneurship in organizations.

Similarly, the results retained the second hypothesis, which stated that there is no significant difference in the mean rating of male and female innovative leadership risk tolerance influence on the effective administration of public senior secondary schools in Rivers State. Therefore, null hypothesis two is retained at the 0.05 level of significance. Findings from the study was in line with Jung et al. (2020) study on the relationship between empowering leadership, risk-taking behavior, and employees' commitment to organizational change: The mediated moderating role of task complexity. The aim of this study is to investigate the relationship between empowering leadership and the commitment to organizational change of Korean employees and also examine whether risk-taking behavior mediates the above relationship. Moreover, we attempt to address the moderating role and mediated moderating role of task complexity in the relationship between risk-taking behavior and commitment to organizational change. The main hypotheses were tested using a cross-sectional design, with questionnaires administered to 275 employees working in Korean firms. The results of the empirical analysis revealed that empowering leadership was positively related to commitment to organizational change. The results also showed that risk-taking behavior positively mediated the relationship between empowering leadership and employees' commitment to organizational change. More importantly, we found that the indirect effect of empowering leadership on commitment to organizational change via risk-taking behavior was stronger when task complexity was high. Uncovering the relationship between empowering leadership and employees' commitment to organizational change through the mediating role of risk-taking behavior and the mediated moderating role of task complexity has useful theoretical and

practical implications. The limitations of the study are discussed along with suggestions for future research.

The third hypothesis assumed significance difference in the mean rating of male and female innovative leadership emotional stability influence on the effective administration of public senior secondary schools in Rivers State. Therefore, null hypothesis three is rejected at the 0.05 level of significance. Wan et al. (2022) study on the impact of emotional leadership on the subordinates' job performance, the mediating role of subordinates' positive emotions, and the moderating role of susceptibility to positive emotion also supported the study findings. The study adopted the correlation design to examine the relationship between variables. Hierarchical regression analysis of 362 valid questionnaires showed that: (1) emotional leadership has a significant positive effect on subordinates' job performance; (2) subordinates' positive emotion partially mediated the relationship between emotional leadership and subordinates' job performance; (3) subordinates' susceptibility to positive emotion positively moderated the relationship between emotional leadership and positive emotions, i.e., the higher the subordinates' susceptibility to positive emotion, the greater the effect of emotional leadership on their positive emotions. This study validates affective events theory, deepens the understanding of the influence mechanism and boundary conditions of emotional leadership on subordinates' job performance, and provides some references for employee performance management.

The four hypothesis rejected the null hypothesis that is a significance difference in the mean rating of male and female innovative leadership emotional stability influence on the effective administration of public senior secondary schools in Rivers State. Therefore, null hypothesis three is rejected at the 0.05 level of significance. This finding was supported by Suškevičs et al. (2019) who conducted a study on the process and contextual factors supporting action-oriented learning: a thematic synthesis of empirical literature in natural resource management. The study conducted a qualitative in-depth synthesis of the selected scientific empirical literature (N = 53), which explores factors affecting action-oriented learning. The study inductively identifies eight key process-based and contextual factors discussed in this literature. Three patterns emerge from our results. First, the literature discusses both facilitated participation and self-organized collaboration as dialogical spaces, which bridge interests and support constructive conflict management. Second, the literature suggests practice-based dialogues as those best able to facilitate action and puts a strong emphasis on experimentation. Finally, not emphasized in existing reviews and syntheses, the study found multiple pieces of evidence about certain contextual factors affecting learning, including social-ecological crises, complexity, and power structures. The study also points to important knowledge gaps, which can be used to advance the current research agenda about administrative effectiveness in senior secondary schools.

CONCLUSION

Drawing from the study findings, it was concluded that effective and goal-oriented administration which is the hallmark of academic excellence is the aim of the operating school. It is therefore not enough to keep the administrative routine in secondary schools as a doctrine but to be goal-oriented in this era of global competitiveness. Innovative leadership of schools that are open-minded, risk-takers, emotionally stable, and action-oriented influence the effective administration of public senior secondary schools in Rivers State.

Recommendations

Based on the findings of the study, the following recommendations were made:

- The leadership of schools should be open-minded in relating with staff for effective administration,
- The leadership of schools should be involved in risk-takers that are of the school's interest,
- The leadership of schools should be emotionally stable for effective administration, and
- The leadership of schools should be more action-oriented for effective administration

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