Influence of Institutional Factors on Implementation of Innovative Instructional Strategies in Public Junior Secondary Schools in Rivers State.

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Abstract
The study examined influence of institutional factors on implementation of innovative instructional strategies in public junior secondary schools in Rivers State. Three specific objectives, research questions and hypotheses guided the study. The population of the study was 1834 consisting of 1729 teachers and 105 principals from public junior secondary schools from 7 Local Government Areas in Rivers South East Senatorial District. The sample size of 317 consisting of principals and teachers was determined using Krejcie and Morgan's (1970) table, across the 7 Local Government Areas. The instrument used for data collection was self-structured questionnaire titled "Influence of Institutional Factors on the Implementation of Innovative Instructional Strategies Questionnaire" which was face and content validated by experts in Measurement and Evaluation and Department of Educational Management. Cronbach Alpha statistics was used for the reliability of the instrument which yielded overall reliability coefficient of 0.85. Mean and standard deviation were used to answer the research questions while z-test was used in testing the formulated null hypotheses at 0.05 level of significance. Findings of the study revealed that principals' leadership styles, skilled academic personnel and excess workload on teachers influence the implementation of innovative instructional strategies in public junior secondary schools in Rivers State to a high extent. Based on the findings, it was recommended among others that the Ministry of Education and its stakeholder should provide regular workshops, conferences and mentoring programmes focusing on innovative instructional leadership for the principals.

Key Words: *Innovation, Innovative Instructional Strategies, Principals' Leadership Style, Skilled Academic Personnel, Excess Workload on Teachers*

Introduction

Education is as essential to man as life itself. Societies through ages have one form of education or the other, whether indigenous or western education. Education it is a very important means of developing any nation. Igwe in Adamu, Okereke and Hamidu (2022), defined education as the process of acquiring knowledge, skills, attitudes, interest, abilities, competence and the cultural norms of a society by people to transmit this life to the coming generations so as to enhance perpetual development of the society. In a similar view, Osuji and Ugorji (2019), deduced that education does not only improve individual choices available to mankind but also provide the type of skilled labour necessary for individual development and economic growth of a nation. These characteristics of education have made it a crucial index for national development. There is no gainsaying that the education sector of any nation is vital because it provides the kind of knowledge necessary to sustain her citizenry in a competitive environment. The Nigeria educational system presently is marked by both changes in programmes and innovations that are creating totally new programmes and directions.

Education as it relates with institutional management practices in public universities in Rivers State aimed at fostering intellectual growth, skill development, and personal transformation among students and staff. It goes beyond the mere dissemination of information to encompass the creation of conducive environments that facilitate learning, innovation, and critical thinking. Yellowe and Nwuke (2024).

The rapid transformation in global education has necessitated the adoption of innovative instructional strategies to enhance students' learning experiences and academic performance. This can be achieved by brining fundamental changes offered by innovative instructional strategies through which teachers can provide students centered learning environment that can make learning process interesting and understandable to the young learners. At the secondary level of schooling, there are so many children who get bored in the classroom and some of them even refuse to go to school. Most of them are highly intellectual and they feel boredom and monotony in the class due to same usual teaching patterns of the teachers. These children sometimes produce alarmingly poor results in their examinations (Omoni & Ndineche, 2015). The individual needs of the students cannot be fulfilled with one standard instructional method. Every student comes from different background and have a different focus towards the environment around him or her. So until and unless the lesson been taught get cleared in the mind of students, the learning cannot be gauged, rather conventional methods are mostly measuring the memorizing skills of the students instead of bringing clarity in their minds (Poropat, 2017). The adoption of innovative instructional strategies as an instrument of teaching and learning brings optimistic beliefs about profound changes within the academic environment (Osuji & John-Uri, 2021).

Innovation can be seen as something new that brings benefit for an organization and human society. It has to do with the introduction of something new to the market; the usage of new ideas or methods to improve the quality of a product or process. According to Achune in Razali and Nasri (2022), innovation may not always mean a clean break from existing practice, it could merely involve integrating some aspects of the old ways to new discoveries to improve the system. In other words, innovation is not invention. Serdyukov (2017), classified innovations in education as new products and services such as new syllabi text books, or educational services; new processes for delivering their services such as e-learning services; new ways or organizing their activities like communication with student, parents through digital technologies; and new marketing techniques, such as differential pricing of post-graduate course. Furthermore, in education innovation can have various forms like new pedagogic tools, methodological approach, learning process which can enhance the learning opportunities of students. Through innovation, students' competencies are developed to enable them reflect on actions that may affect economic, social and environmental issues locally and internationally. Students seem to learn most when they feel the instructional method is student-centered. By leveraging innovation, educators can provide instructions that are more aligned with real-world applications and the skills required in the workforce.

Innovative instructional strategies are creative and effective methods employed by educators to enhance student learning and engagement. According to Yu, Liu, Huang and Cao (2021), innovative teaching strategies refer to creative and efficient actions and performances that teachers use in the selection of materials, techniques, and learner assessments to encourage and develop learner creativity. Innovative instructional strategies refers to introducing new teaching methods and techniques into the classroom for the purpose of innovative teaching (Razali & Nasri, 2022). These strategies often involve the integration of new technologies, teaching methodologies, and assessment techniques to foster a more dynamic and interactive learning environment. Effective teaching and learning require well-equipped classrooms, functional laboratories, libraries and access to digital resources (Adeyemi & Adu, 2019). Studies have shown that a lack of essential resources, such as internet connectivity, multimedia tools and

well-furnished classrooms, limits the ability of teachers to engage students in interactive and technology-driven learning activities (Okeke & Uche, 2021). In Nigeria, particularly in Rivers State, the successful implementation of innovative instructional strategies in public junior secondary schools largely depends on various institutional factors.

Institutional factors are norms derived from the regulatory framework, administrative agencies and prevailing cultural and social practices of an institution or an entity. According to Williams (2021), institutional factors refer to the characteristics and elements that shape the functioning and behavior of institutions within a society or organization. Posner (2019), asserted that institutional factors are units that determines the extent to which a programme will flourish or wither. These factors can include the institutional environment, resistance to change, relationships with other social factors, levels of homogeneity, and instrumentality of institutions. Institutions play a crucial role in providing the framework and necessary rules for a stable and prosperous economy, influencing economic performance, investments, innovation, and job creation. Overall, institutions are important social constructs that shape various aspects of society and have a significant impact on economic, social, and organizational dynamics. According to Paschal (2023), institutional factors include principals' leadership style, overcrowded classroom, skilled academic personnel, workload on teachers and scripted curriculum materials. He further stated that these institutional factors play mediating roles in achieving good quality of academic achievements and implementation of innovative instructional strategies.

Principals are foremost responsible for the administration and success of the schools. Besides using the human and material resources effectively, for the existence of school institutes and their sustainability, an effective leadership approach and a strong school culture which are compatible with the rapid change of the world (Yukl, 2018). In this point, it is suggested that the school principals could play a critical role in organizational change based on school improvement. Buluç (2019), noted that in the 21st century when competitiveness prevails, leadership has become important for organizations working based on efficiency and quality, and the role of effective leadership is extensive in organizational success. Oluwamide (2020), asserted that the principal's leadership style plays a pivotal role in shaping the educational environment, influencing student outcomes and implementation of innovative instructional strategies; because effective principals foster a positive school culture, promoting collaboration, inclusivity and teacher empowerment. Their leadership style determines how they allocate resources, manage conflicts and make decisions. Mbuchi (2017), buttressed hat the principal's leadership style significantly impacts teacher morale, job satisfaction and retention; it also influences student engagement, academic achievement and social development. A study by Oğuz (2020), found that there is a positive relationship between leadership styles of principals and teachers' attitudes and teachers see themselves as part of their organization in accordance with the leadership style of their principal, and thus become more successful at their work. To overcome and coping with inner resistance to change, it is required to build strong leadership and positive school culture. Bülbül and Çuhadar (2012), opined that principals' leadership style determines the organizational strategy for attaining common vision constructed by the shareholders, provides integration of innovative technological tools with teaching, and offers time, source and infrastructure for professional development. At this point, school principals have to manage organizational change carefully and well, paying close attention to deviations, mistakes, or irregularities, and to intensify to perform corrections strengthen the existing structures and strategies which will in-turn lead to innovation.

Teachers and school administrators are commonly cautious about a threatening change and have little tolerance for the uncertainty that any major innovation causes. Teacher competence and professional development also play a crucial role in implementing innovative instructional

strategies. The ability of teachers to integrate new teaching methods depends on their level of training, exposure, and willingness to adapt to change (Ogunyemi, 2017). In many public senior secondary schools, teachers often lack the necessary training in modern pedagogical approaches, which affects their confidence and effectiveness in using innovative teaching techniques. According to Ajayi and Salami (2022), the absence of regular workshops and professional development programmes further hinders teachers' capacity to incorporate student-centered learning models into their teaching practices. This deficiency underscores the need for continuous professional development to enhance teachers' skills in applying innovative instructional strategies. Peterson (2019), noted that skilled academic personnel are vital for effective instructional delivery in secondary schools because these educators possess specialized knowledge, pedagogical skills and expertise in specific subjects, enhancing student learning outcomes. Lawson (2020), asserted that skilled academic personnel foster a supportive learning environment. The finding is also in agreement with the findings of Nwue (2020), noted that effective instructional delivery by skilled personnel enhances students' outcomes.

Having a satisfied teacher workforce is vital and cannot be underestimated if effective performance and expected outcomes are to be realized. Kanwal, Rafiq and Afzal (2023), noted that workload reduction and adequate support for teachers can positively contribute to effective implementation of innovative instructional strategies. Work-life balance initiatives are integral institutional practices implemented by organizations to support employees in managing their professional responsibilities and personal commitments effectively (Allen et al as cited in Yellowe and Nwuke (2024), these initiatives aim to create a supportive work environment that acknowledges and accommodates the diverse needs and priorities of employees, ultimately enhancing job satisfaction, productivity, and overall wellbeing. One significant way in which work-life balance initiatives influence institutional dynamics is by promoting employee morale and job satisfaction. Nwanguma and Nwuke (2023) sees work-life balance as the state of equilibrium achieved when an individual effectively manages their work-related obligations alongside their personal life which encompasses familial commitments, recreational activities, and overall well-being. The attainment of work-life balance has garnered heightened significance in contemporary work settings characterised by rapidity and high demands. The effective management of both professional and personal lives by employees has the potential to result in heightened levels of job satisfaction and overall well-being.

Teachers are asked to perform multifarious duties at the school level, which has made them overburdened. The involvement of teachers in irrelevant duties is associated with decreasing motivation among teachers and can hinder the implementation of innovative instructional strategies. Teachers' workload also involves dealing with learners who bring various dynamics and forces to the class that may affect their work satisfaction. These dynamics include different students' abilities, personality traits, deviant behaviors such as physical confrontations of teachers by the students, lack of respect for the teachers, and general lack of discipline among students contribute to a stressful working environment for the teachers (Holmes & Gidson, 2019). Teachers are expected to be flexible and navigate their way out amid their workload. To balance all these forces and work successfully, the teachers must have positive attitudes, which requires support mainly from the administrators and supervisors, and failure to which they suffer stress and burnout which leads to less job satisfaction (Dornyei & Muir, 2019). Wilson (2017), noted that excessive workload significantly impedes instructional delivery in secondary schools, affecting teacher performance and student outcomes. Muna (2020), revealed that excessive workload disrupts teacher morale, motivation and job satisfaction, leading to absenteeism as well as decreased collaboration.

Statement of the Problem

The integration of innovative instructional strategies in teaching is critical for fostering student engagement, critical thinking, and overall academic excellence. These strategies have been widely acknowledged for their potential to transform traditional teaching methods into dynamic, interactive, and learner-centered approaches. However, the implementation of such strategies in public junior secondary schools in Rivers State has been limited, raising concerns about the quality of education and its alignment with 21st-century learning goals.

Despite efforts by policymakers and educational administrators to promote innovative practices, several institutional factors continue to pose significant barriers. Leadership styles often lack the transformational focus required to inspire and support teachers in adopting innovative pedagogies. Additionally, the shortage of skilled academic personnel with expertise in modern instructional techniques impedes the effective implementation of these strategies. Teachers are also burdened with excessive workloads, leaving little room for planning and executing innovative lessons.

While institutional factors such as infrastructure, financial management, technology, and stakeholder engagement have been explored in previous research, little attention has been paid to the specific interplay of leadership styles, skilled personnel and teacher workload in shaping the implementation of innovative instructional strategies. This gap in knowledge creates a critical need to investigate how these factors influence the adoption of innovative teaching practices in public junior secondary schools in Rivers State. If these challenges remain unaddressed, the quality of education in public junior secondary schools may continue to decline, hindering students' ability to compete in a globalized world. This study, therefore, seeks to examine influence of institutional factors on implementation of innovative instructional strategies in public junior secondary schools in Rivers State.

Purpose of the Study

The purpose of this study was to investigate influence of institutional factors on the implementation of innovative instructional strategies in public junior secondary schools in Rivers State. Specifically, the study sought to:

1. Ascertain the extent to which principals' leadership style influences the implementation of innovative instructional strategies in public junior secondary schools in Rivers State.
2. Determine the extent to which skilled academic personnel influences the implementation of innovative instructional strategies in public junior secondary schools in Rivers State.
3. Investigate the extent to which excess workload on teachers influences the implementation of innovative instructional strategies in public junior secondary schools in Rivers State.

Research Questions

The following research questions guided the study:

1. To what extent does principals' leadership style influence the implementation of innovative instructional strategies in public junior secondary schools in Rivers State?
2. To what extent does skilled academic personnel influence the implementation of innovative instructional strategies in public junior secondary schools in Rivers State?
3. To what extent does excess workload on teachers influence the implementation of innovative instructional strategies in public junior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in the mean ratings of Principals and Teachers on the extent leadership style influence the implementation of innovative instructional strategies in public secondary schools in Rivers State.

2. There is no significant difference in the mean ratings of principals and teachers on the extent skilled academic personnel influence the implementation of innovative instructional strategies in public secondary schools in Rivers State.
3. There is no significant difference in the mean ratings of principals and teachers on the extent excess workload on teachers influence the implementation of innovative instructional strategies in public secondary schools in Rivers State.

Methodology

The research design used for the study was the descriptive survey design. The population of the study was 1834 consisting of 1729 teachers and 105 principals of public junior secondary schools from 7 Local Government Areas in Rivers South East Senatorial District. A sample size of 317 consisting of principals and teachers was determined using Krejcie and Morgan's (1970) table, across the 7 Local Government Areas. A self-developed questionnaire titled: "Influence of Institutional Factors on the Implementation of Innovative Instructional Strategies Questionnaire (IIFIIISQ)" was used to collect data from the respondents. The instrument had two (2) sections; Sections A and B. Section A dealt with demographic information while Section B had questionnaire items based on the objectives of the study. The response scale was structured on a 4-point Likert rating scale of Very High Extent (VHE); High Extent (HE); Low Extent (LE); and Very Low Extent (VLE) with values 4, 3, 2 and 1 respectively. The instrument was validated by experts in the Departments of Educational Management and Measurement and Evaluation. The reliability of the instrument was determined using Cronbach Alpha method which yielded reliability coefficients of 0.86, 0.86 and 0.82 and overall reliability coefficient of 0.85. A total of 317 copies of the questionnaire were administered on principals and teachers' of public junior secondary schools in Rivers State. However, due to poor accessibility and availability on several visits to the respondents for collection, only 266 representing 84% 215 teachers and 51 principals were retrieved and this proportion was used for the analysis. Mean and standard deviation were used to answer the research questions with a criterion mean of 2.50. Questionnaire items with ratings below 2.50 denoted 'Low Extent' while 2.50 and above signified 'High Extent'. The hypotheses were tested using z-test at 0.05 level of significance. Analyzed data therefore with calculated z-value greater than the z-critical value of ±1.96 was rejected and below was accepted.

Results

Research Question 1: To what extent does principals' leadership style influence the implementation of innovative instructional strategies in public junior secondary schools in Rivers State?

Table 1: Mean Ratings of Principals and Teachers on the Extent Principals' Leadership Style Influence the Implementation of Innovative Instructional Strategies in Public Junior Secondary Schools in Rivers State.

S/N	Items	Principals (N =51)		Teachers (N = 215)		Over all mean	Remark
		$\bar{X}$	S.D	$\bar{X}$	S.D		
1	Principal's democratic leadership style aids rapid change and innovation in public schools.	2.98	0.96	2.87	0.97	3.74	HE
2	Autocratic leadership style exhibited by principals sustains profitability, productivity, and competitive advantage in schools.	2.58	1.08	3.40	1.08	3.78	HE
3	The success of organizational change based on school fundamentally depends on principals' strategic leadership potential.	2.78	1.12	3.16	1.04	3.42	HE
4	Principal's transformational leadership style has the capacity to influence the followers' perception of change depending on the dynamic role of the leadership styles during the whole process of the transformation.	3.03	0.94	3.31	0.86	3.24	HE
5	Transactional leadership style of principal will aid innovation and change in public schools.	3.24	1.04	3.20	1.01	3.34	HE
6	The principal's coaching leadership style will bring about change and innovation in school management.	3.43	1.12	3.42	1.09		
	Grand mean	**3.01**		**3.23**		**3.12**	HE

Table 1 presents the mean and standard deviation of responses on how principals' leadership styles influence innovative instructional strategies in public senior secondary schools in Rivers State. Principals' leadership styles, including democratic (Mean = 2.98), autocratic (Mean = 2.58), strategic (Mean = 2.78), transformational (Mean = 3.03), transactional (Mean = 3.24), and coaching (Mean = 3.43), all showed overall mean scores above 3.00, indicating a high extent (HE) of influence. The grand mean of 3.12 confirms that principals' leadership styles influence the implementation of innovative instructional strategies in public junior secondary schools in Rivers State to a high extent.

Research Question 2: To what extent does skilled academic personnel influence the implementation of innovative instructional strategies in public junior secondary schools in Rivers State?

Table 2: Mean Ratings of Principals and Teachers on the Extent Skilled Academic Personnel Influence the Implementation of Innovative Instructional Strategies in Public Junior Secondary Schools in Rivers State.

S/N	Items	Principals (N =51)		Teachers (N = 215)		Overall mean	Remark
		$\bar{X}$	S.D	$\bar{X}$	S.D		
7	Poor capacity development of academic personnel affects the implementation of change and innovation in public schools	3.45	0.50	3.50	0.49	3.48	HE
8	Drain-brain is a major factor affecting skilled academic personnel in the implementation of change and innovation.	3.18	0.86	3.49	0.48	3.34	HE
9	Inadequate infrastructural facilities is a major issue in the implementation of change and innovation in public schools.	2.55	0.77	2.75	0.49	2.65	HE
10	Poor funding affects the implementation of change and innovation in public schools.	3.22	0.64	3.00	0.38	3.11	HE
11	General mental abilities of academic personnel affects the implementation of change and innovation in public schools.	3.65	0.49	3.54	0.29	3.60	VHE
	Grand mean	**3.21**	**0.65**	**3.26**	**0.42**	**3.24**	**HE**

Table 2 presents the mean and standard deviation of responses on how skilled academic personnel influence the implementation of innovative instructional strategies in public senior secondary schools in Rivers State. Factors such as the general mental abilities of academic personnel (Mean = 3.60) indicate a very high extent (VHE) of influence. Other factors, including poor capacity development (Mean = 3.48), brain drain (Mean = 3.34), inadequate infrastructural facilities (Mean = 2.65), and poor funding (Mean = 3.11), show a high extent (HE) of influence. The grand mean of 3.24 highlights that skilled academic personnel influence the implementation of innovative instructional strategies in public junior secondary schools in Rivers State to a high extent.

Research Question 3: To what extent does excess workload on teachers influence the implementation of innovative instructional strategies in public junior secondary schools in Rivers State?

Table 3: Mean Ratings of Principals and Teachers on the Extent Excess Workload on Teachers Influence the Implementation of Innovative Instructional Strategies in Public Junior Secondary Schools in Rivers State.

S/N	Items	Principals (N =51)		Teachers (N = 215)		Overall mean	Remark
		$\bar{X}$	S.D	$\bar{X}$	S.D		
12	High emotional demands from students and stakeholders leads to excessive workload on teachers.	3.25	0.66	3.39	0.55	3.32	HE
13	Excessive tasks and long working hours is the reason behind excess workload on teachers.	2.79	0.86	2.85	0.48	2.82	HE
14	Constantly changing curriculum and teaching methods cause excess workload for teachers.	3.36	0.81	3.27	0.97	3.32	HE
15	Insufficient pay and benefits leads to excessive workloads for teachers.	3.20	0.64	3.23	0.38	3.22	HE
16	Working alone or feeling isolated lead to workload for the teachers.	3.03	0.49	3.39	0.29	3.21	HE
	Grand mean	**3.13**	**0.69**	**3.23**	**0.53**	**3.18**	**HE**

Table 3 presents the mean and standard deviation of responses on how excess workload on teachers influences the implementation of innovative instructional strategies in public junior secondary schools in Rivers State. Factors such as high emotional demands from students and stakeholders (Mean = 3.32), excessive tasks and long working hours (Mean = 2.82), constantly changing curriculum and teaching methods (Mean = 3.32), insufficient pay and benefits (Mean = 3.22), and feelings of isolation (Mean = 3.21) all indicate a high extent (HE) of influence. The grand mean of 3.18 highlights that excess workload on teachers influences the implementation of innovative instructional strategies in public junior secondary schools in Rivers State to a high extent.

Hypotheses

Ho_1 There is no significant difference in the mean ratings of Principals and Teachers on the extent leadership style influence the implementation of innovative instructional strategies in public junior secondary schools in Rivers State.

Table 4: z-test Analysis of Difference in the Mean Ratings of Principals and Teachers on the Extent Principals' Leadership Style Influence the Implementation of Innovative Instructional Strategies in Public Junior Secondary Schools in Rivers State.

Respondents	N	$\bar{X}$	SD	Df	SL	z-cal.	z-crit.	Decision
Principals	51	3.01	1.04	264	0.05	1.69	±1.96	Failed to Reject No Significant Difference
Teachers	215	3.23	1.04					

Table 4 revealed that the z-calculated value of 1.69 is less than the z-critical value of ±1.96 at 264 degree of freedom and 0.05 level of significance. Since the calculated z-value of ±1.69 is less than the z-critical value of ±1.96, the null hypothesis was therefore accepted. This implies that, there is no significant difference in the mean ratings of principals and teachers on the influence of principals' leadership style on the implementation of innovative instructional strategies in public junior secondary schools in Rivers State.

Ho_2 There is no significant difference in the mean ratings of principals and teachers on the extent skilled academic personnel influence the implementation of innovative instructional strategies in public junior secondary schools in Rivers State.

Table 5: z-test Analysis of Difference in the Mean Ratings of Principals and Teachers on the Extent Skilled Academic Personnel Influence the Implementation of Innovative Instructional Strategies in Public Junior Secondary Schools in Rivers State.

Respondents	N	$\bar{X}$	SD	Df	SL	z-cal.	z-crit.	Decision
Principals	51	3.30	1.15	264	0.05	0.59	±1.96	Failed to Reject No Significant Difference
Teachers	215	3.29	1.13					

Table 5 revealed that z-calculated value of 0.59 is less than the z-critical value of ±1.96 at 264 degree of freedom and 0.05 level of significance. Since the calculated z-value of 0.59 is less than the z-critical value of ±1.96, the null hypothesis was therefore accepted. This implies that, there is no significant difference in the mean ratings of principals and teachers on the influence of skilled academic personnel on the implementation of innovative instructional strategies in public junior secondary schools in Rivers State.

Ho_3 There is no significant difference in the mean ratings of principals and teachers on the extent excess workload on teachers influence the implementation of innovative instructional strategies in public secondary schools in Rivers State.

Table 6: z-test Analysis of Difference in the Mean Ratings of Principals and Teachers on the Extent Excess Workload on Teachers Influence the Implementation of Innovative Instructional Strategies in Public Junior Secondary Schools in Rivers State.

Respondents	N	$\bar{X}$	SD	Df	SL	z-cal.	z-crit.	Decision
Principals	51	3.53	1.20					
				264	0.05	1.57	±1.96	Failed to Reject No Significant Difference
Teachers	215	3.58	1.30					

Table 6 revealed that z-calculated value of 1.57 is less than the z-critical value of ±1.96 at 264 degree of freedom and 0.05 level of significance. Since the calculated z-value of 1.57 is less than the z-critical value of ±1.96, the null hypothesis was therefore accepted. This implies that, there is no significant difference in the mean ratings of principals and teachers on the influence of excess workload on teachers on the implementation of innovative instructional strategies in public junior secondary schools in Rivers State.

Discussion of Findings

Findings on research question 1 on Table 1 revealed that principals' leadership styles influence the implementation of innovative instructional strategies in public junior secondary schools in Rivers State to a high extent with grand mean scores of 3.12. Hypothesis 1 on Table 4 revealed that there was no significant difference in the mean ratings of principals and teachers on the influence of principals' leadership style on the implementation of innovative instructional strategies in public junior secondary schools in Rivers State with z-calculated value of 1.69 which was less than the z-critical value of ±1.96. This finding is in agreement with Buluç (2019), who noted that in the 21st century when competitiveness prevails, leadership has become important for organizations working based on efficiency and quality, and the role of effective leadership is extensive in organizational success. The finding is also in agreement with the works of Oğuz, (2020) who asserts that there is a positive relationship between leadership styles of principals and teachers' attitudes, and teachers see themselves as part of their organization in accordance with the leadership style of their principal, and thus become more successful at their work.

Findings on research question 2 on Table 2 showed that skilled academic personnel influence the implementation of innovative instructional strategies in public junior senior secondary schools in Rivers State to a high extent with grand mean scores of 3.24. Again, information on hypothesis 2 on Table 5 revealed that there was were was no significant difference in the mean ratings of principals and teachers on the influence of skilled academic personnel on the implementation of innovative instructional strategies in public junior secondary schools in Rivers State with z-calculated value of 0.59 which was less than the z-critical value of ±1.96. This finding is in line with Peterson (2019) who noted that skilled academic personnel are vital for effective instructional delivery in secondary schools because these educators possess specialized knowledge, pedagogical skills and expertise in specific subjects, enhancing student learning outcomes. This finding was in agreement with the works of Lawson (2020) who asserted that skilled academic personnel foster a supportive learning environment, promoting student motivation and engagement.

Findings on research question 3 on Table 3 showed that excess workload on teachers influence the implementation of innovative instructional strategies in public junior secondary schools in Rivers State to a high extent with grand mean scores of 3.18. Again, information on hypothesis 3 on Table 6 revealed that there was no significant difference in the mean ratings of principals and teachers on the influence of excess workload on teachers on the implementation of innovative instructional strategies in public senior secondary schools in Rivers State with z-calculated value of 1.57 which was less than the z-critical value of ±1.96. This finding is in agreement with Wilson (2017) who noted that excessive workload significantly impedes instructional delivery in secondary schools, affecting teacher performance and student outcomes. The finding is in collaboration with the work of Muna (2020) who revealed that excessive workload disrupts teacher morale, motivation and job satisfaction, leading to absenteeism as well as decreased collaboration.

Conclusion

In view of the results obtained from this study, it was concluded that principals' leadership styles, skilled academic personnel and excess workload on teachers influence the implementation of innovative instructional strategies in public junior secondary schools in Rivers State to a high extent.

Recommendations

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

1. The Ministry of Education and its stakeholder should provide regular workshops, conferences and mentoring programmes focusing on innovative instructional leadership for the principals.
2. The ministry of Education as well as the educational administrators should pair the experienced teachers with less experienced ones; this way it will foster teamwork, shared resources and expertise which in turn innovates instructional strategies.
3. There is need for educational stakeholder should to establish realistic workload expectations, provide regular professional development as well as collaborative and supportive environments; this way it will aid the implementation of innovative instructional strategies.

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