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The Role of Innovative Leadership Practices at Midocean University in Promoting Mental Health from the Faculty Members' Perspective

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Abstract - **The aim of this study was to identify the role of innovative leadership styles in mental health promotion. A descriptive analytical approach was used and the study community included all faculty members of Midocean University and counted male and female faculty members (117). According to the results, the role of innovative leadership practices in Midocean University in promoting the mental health of faculty in the university is high and positive. Results also showed that gender and college major factors did not significantly affect the arithmetic means of research sample members' replies on the significance of creative leadership practices in supporting mental health from the viewpoint of Midocean University professors.**

Keywords: **Innovative Leadership, Mental Health, Midocean University**

I. INTRODUCTION

In recent years, The leadership role has received significant attention due to its ability to foster a supportive work environment, especially in light of the increasing complexity of mental health challenges in organizational environment , contributing to the need for leadership styles that go beyond traditional methods (Berwick et al., 2008), and thus innovative leadership styles have emerged as a critical factor in meeting the mental health needs of employees, improving their well-being, and encouraging organizational growth and resilience (Guglielmi et al., 2023).

Innovative leadership is not just about creativity, but rather involves developing systems and strategies that directly contribute to the mental health and welfare of employees (Çakar & Ertürk, 2010). The intersection of leadership and mental health has been widely explored, showing that leaders who prioritize mental health can effectively mitigate work stress, prevent burnout, and enhance job satisfaction (Bodenheimer & Sinsky, 2014). Leaders equipped with innovative skills are uniquely positioned to build environments that promote mental welfare through effective communication, supportive systems, and mental health awareness programs (Awa et al., 2010).

Innovative leadership influences communication between employees, enhancing trust, a sense of belonging, security, and reduces fear of punishment (Karthika, 2025). This in turn enhances overall job performance, reduces staff turnover, and encourages greater engagement in the workplace (Çakar & Ertürk, 2010).

As organizations increasingly recognize the mental health importance, innovative leadership has become a focal point for achieving sustainable changes (Al-Jubouri, 2022). Leaders who are cared about the mental health needs of their employees can implement targeted interventions that reduce stress, enhance psychological resilience, and promote the continuous innovation culture (De Angelis et al., 2023). These efforts contribute to the broader goal of organizational welfare ensuring that mental health remains a priority in both policy and practice (Paganin et al., 2023).

Innovative leadership is vital factor in fostering a healthy work environment, especially in sectors where mental health challenges are prevalent. Also, Leaders who focus on mental health can transform their organizations by promoting psychological welfare, improving collaboration, and stimulating sustainable innovation. Research in this area is still evolving, but evidences strongly support integrating mental health initiatives into leadership frameworks to achieve long-term organizational benefits (Pische et al., 2023).

Study Problem and Questions

In this era, life pressures are increasing significantly at various levels, even the educational institutions are suffering from this phenomenon. Today, universities face major challenges that constitute a burden on all faculty members, threatening their mental health and hindering their ability to perform their duties efficiently. Studies indicate that innovative leadership practices can play an important role in enhancing the mental health of faculty members and creating a positive work environment that helps them achieve the best results. Thus, the primary goal of this research is to respond to the following query:

What role does Midocean University's innovative leadership practices play in promoting faculty mental health?

There are two sub-mistoqsijiet from the preceding ones

1. What is the role of new leadership structures at Midocean University in promoting educators' mental health?

2. Are there statistically significant differences at the level of significance ($\alpha \leq 0.05$), depending on variables (gender, academic rank and specialization), in the relationship between leadership innovation and professors' mental health promotion at Midocean University?

Study Objectives

The study seeks to achieve the following objectives:

1. Revealing the role of innovative leadership practices at Midocean University in enhancing the mental health of faculty members.

2. Identifying the differences in the relationship between innovative leadership practices at Midocean University in enhancing the mental health of faculty members, which are attributed to the variables (gender, academic rank, and specialization).

Study Significance

This study's significance is shown by highlighting how Mid-Ocean University's creative leadership methods support mental health from the viewpoint of the faculty members through:

Scientific importance: One of the few studies that has examined how creative leadership techniques might support university faculty members' mental health is this one. This gives academics additional opportunities to study this subject and ascertain how creative leadership contributes to the advancement of mental health in a more thorough manner.

Practical importance: This study attracts the leader's attention to the importance of innovative leadership in educational systems and its role in raising the efficiency of faculty members by supporting and enhancing their mental health.

II. Literature Review

Innovative leadership is a pivotal element in the modern environment and in light of various developments, as various organizations require innovation to adapt to rapid changes in markets and technology (Afsar et al., 2016), and innovative leadership refers to the ability of leaders to encourage new ideas and motivate individuals to think in unconventional ways in order to achieve the strategic goals of the organization (Jong & Hartog, 2007).

Studies have shown that innovative leadership contributes significantly to improving the psychological climate of employees within organizations, as when employees feel that their leaders encourage innovation and creative thinking, they feel more supported and motivated, which leads to improved general psychological health (Zhou & George, 2017).

One of the important points highlighted by recent literature is the close relationship between innovative leadership and employees' psychological balance. Leaders who have innovative methods for dealing in work pressures and challenges seek to create a more psychologically stable work environment (Rao, & Saxena, 2025). Studies have indicated that innovation is not only the key to organizational success, but also a major factor in enhancing psychological resilience among individuals (Rego et al., 2012). Individuals who work in environments that encourage innovation become more able to adapt to changes and challenges. Research confirms that leaders who adopt innovation in leadership styles have a greater ability to reduce stress levels among employees, as innovative leadership methods contribute to encouraging effective participation and reducing work stress (Schneider et al., 2017).

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The relationship between innovative leadership and improving individual and collective performance in

organizations, is one of the most important aspect in recent literature as innovative leaders contribute to building more efficient and productive work teams (Mittal & Dhar, 2016), and by encouraging innovative leadership of employees to cooperate, this creates a positive work environment that supports mental health, and this type of leadership enhances open communication and interaction between team members (Hogan & Coote, 2014)

Many previous studies have sought to highlight the long-term benefits of innovative leadership on mental health, as leaders who encourage innovation contribute to reducing rates of burnout and mental exhaustion (Shalley et al., 2004), and studies have shown that innovative leadership contributes directly to managing stress and fatigue within organizations, and by motivating innovation, employees become more able to face work pressures in effective ways (Liu et al., 2016).

Innovative leadership helps develop innovative organizational strategies which aim to improve the mental health of employees (Hajjaji & M'barki, 2018). These strategies focus on enhancing effective communication and providing appropriate psychological support (Mumford et al., 2016). Recent studies have shown that innovative leadership is an effective tool for facing contemporary challenges such as economic and health crises (such as the Corona pandemic), as they have contributed to enhancing mental health through the implementation of innovative solutions (Afsar & Umrani, 2020).

Innovative leadership also contributes effectively to enhancing job satisfaction among employees, which in turn improves their psychological state and reduces anxiety and work pressures (Amabile & Pratt, 2016; Umamaheswari, & Sathianathan, 2020). Thus, innovative leadership plays a crucial role in building supportive and sustainable work environments that stimulate personal and professional growth and improve the mental health of employees (Sohrabbeig & Arjomandnya, 2014). The literature confirms that this leadership creates a climate of support and cooperation that enhances the well-being of individuals (Isaksen & Akkermans, 2018).

Study Limits

This study dealt the role of innovative leadership practices at Midocean University in promoting the mental health of faculty members, while adhering to the following limits:

1. Spatial limits: The scope of this study is limited to Middison University.
2. Temporal limits: The scope of this study is limited to the second semester of the 2024 academic year.
3. Human limits: The scope of this study is determined by the responses of university faculty members.
4. Objective limits: The objective limits of this study are limited to innovative leadership and mental health.

III. Study Methodology

In order to achieve the clear study objective of identifying the role of innovative leadership practices in promoting mental health, a descriptive analytical approach was used to uncover the scope of these phenomena beyond their intervention.

Research Community and Sample

All 117 male and female academic members at Mid-Ocean University made up the study population. Following the removal of around 17 faculty members from the sample (which served to confirm the reliability and validity of the research tool), the sample reached 100 members, according to the university's Human Resources Department statistics for the 2024/2025 academic year. The study instrument was distributed via Google Drive, and Table I shows the sample distribution by gender and academic specialization.

TABLE I DISTRIBUTION OF THE STUDY SAMPLE ACCORDING TO THE VARIABLE OF GENDER AND COLLEGE SPECIALIZATION

Variable	Variable category	Frequency	Percentage
Gender	Male	57	%57
	Female	43	%43
	Total	**100**	**%100**
College specialization	Scientific	58	%58
	Humanity	42	%42
	Total	**100**	**%100**

The information in Table (I) makes it evident that there are more male faculty members than female faculty members. as it reached (57%) for males and (43%) for females. It is also noted that the percentage of those with scientific specializations was the largest, as they constituted (58%), while it reached (42%) for the specialization of humanities colleges.

Study Tool:

By creating a questionnaire, the study's goal—to determine how creative leadership practices contribute to mental health promotion from the viewpoint of Mid-Ocean University faculty members—was accomplished. The following parts made up the tool:

1. **Section One**: Demographic information includes the following variables: (gender, college specialization).
2. **Section Two**: It contains statements that assess how creative leadership practices may support mental health, and it has a total of twenty-four paragraphs that are spread among the following dimensions:
    1. Fluency, measured by statements (1-6).
    2. Originality, measured by statements (7-12).
    3. Flexibility, measured by statements (13-18).
    4. Problem solving, measured by statements (19-24).

The sample members' response to the tool was distributed according to a five-point Likert scale. The response was

given as strongly agree (5), agree (4), neutral (3), disagree (2), and strongly disagree (1).

Validity of the Scales:

The following two techniques were used to confirm the validity of the research scales:

Validity of the Arbitrators

To confirm the validity of the statements and their language construction, the scales were shown to twelve seasoned judges with expertise in school administration, as well as the extent to which the paragraphs represent the field they represent and their adequacy in measuring what they are supposed to measure. Their opinions were taken into consideration, and the proposed amendments were implemented. The scales achieved an approval rate of no less than 83%, and no paragraph was deleted.

Internal Construct Validity

The internal construct validity of the instrument was verified after applying it to a survey sample from the study community and outside its sample, with a size of (17) faculty members, and the correlation coefficients for the paragraphs between the dimensions and the total score were calculated, and Table (II) shows the results.

TABLE II PEARSON CORRELATION COEFFICIENTS BETWEEN THE PARAGRAPH AND ITS DIMENSION AND BETWEEN THE PARAGRAPH AND THE TOTAL SCORE

Paragraph No.	Correlation Dimension	Correlation Score	Paragraph No.	Correlation Dimension	Correlation Score	Paragraph No.	Correlation Dimension	Correlation Score	Paragraph No.	Correlation Dimension	Correlation with overall grade
1	0.86**	0.65**	7	0.85**	0.72**	13	0.77**	0.86**	19	0.82**	0.79**
2	0.74**	0.55*	8	0.91**	0.80**	14	0.79**	0.68**	20	0.74**	0.65**
3	0.90**	0.64**	9	0.87**	0.86**	15	0.78**	0.74**	21	0.80**	0.76**
4	0.85**	0.63**	10	0.73**	0.51*	16	0.75**	0.55*	22	0.75**	0.71**
5	0.87**	0.68**	11	0.72**	0.84**	17	0.80**	0.58*	23	0.58*	0.57*
6	0.85**	0.74**	12	0.79**	0.69**	18	0.86**	0.82**	24	0.55*	0.61**

* Statistically significant at the significance level ($\alpha \leq 0.05$).

Based on the data shown in Table (II), the correlation coefficients between the paragraph and its dimensions and between the paragraph and the overall score both fall between 0.55 and 0.91. The validity and importance of the tool for the research are shown by the fact that all these coefficients are statistically significant at the significance level ($\alpha \leq 0.05$).

Stability of the Scales

The stability of the instrument was verified using the concept of internal consistency, using the Omega stability coefficient for the dimensions and the Cronbach Alpha stability coefficient for the total score. The stability of the total score reached (0.959). The following Table (III) shows the levels of stability of the dimensions:

TABLE III OMEGA SCORES FOR THE DIMENSIONS OF THE STUDY TOOL

Paragraph No.	Dimension	Stability level
1-6	**Fluency**	0.924
7-12	**Originality**	0.900
13-18	**Flexibility**	0.869
19-24	**Problem Solving**	0.816

According to Table (III), the scale dimensions' Omega stability coefficient fell within the permitted range of 0.816 to 0.924, demonstrating the scales' stability and appropriateness for the research.

Relative Weight

The participants' responses were categorized according to a five-point Likert scale, with response options ranging from "strongly agree" (5 points), "agree" (4 points), "neutral" (3 points), "disagree" (2 points), to "strongly disagree" (1 point). The highest score obtained by a respondent in the study instrument was (120) and the lowest (24), with a threshold score of (72). To interpret the ratings of paragraphs, dimensions, and total points made by the sample members, arithmetic means were used according to the interval equation, where interval = maximum response point – minimum response point divided by three categories, 5-1 = 4, 4/3 = 1.33. This is presented in Table (IV) as follows:

TABLE IV RELATIVE WEIGHTS USED TO INTERPRET THE STUDY PARTICIPANTS' RATINGS ON THE ITEMS, DIMENSIONS, AND OVERALL SCORE

Arithmetic means	Level
1-2.33	Low
2.34 -3.67	Medium
3.68 – 5	High

Statistical Techniques Used to Meet the Goals of the Study

The research data was assessed using SPSS software, which stands for statistical package for the social sciences. criterion for reliability and Pearson correlation coefficients, such as Cronbach's alpha and omega, were used to confirm the validity and reliability of the research instrument. To answer the first question, the researchers used a two-way ANOVA, while for the second, a multivariate analysis of variance (MANOVA) was used.

Presentation and Discussion of the Study Results

Findings pertaining to the first research question: What is the role of practicing innovative leadership in promoting mental health from the faculty members' perspective at Mid-Ocean University?

This question was addressed through a one-sample t-test with a hypothetical mean (3), and the overall score, arithmetic means, order, and dimension level were retrieved. The findings are shown in Table V:

TABLE V SHOWS THE RESULTS OF THE (T) TEST FOR A SINGLE SAMPLE, INCLUDING THE ARITHMETIC MEANS, STANDARD DEVIATIONS, LEVEL, AND ORDER OF THE DIMENSIONS OF FACULTY MEMBERS' VIEWS ABOUT THE PROMOTION OF MENTAL HEALTH AT THE UNIVERSITY VIA CREATIVE LEADERSHIP, (N=100, DEGREES OF FREEDOM=99)

No.	Dimension	Arithmetic mean	Standard deviation	"T" value	Statistical significance	Order	Level
1	**Fluency**	4.15	0.661	17.429	0.000	4	High
2	**Originality**	4.27	0.571	22.215	0.000	1	High
3	**Flexibility**	4.19	0.602	19.824	0.000	2	High
4	**Problem solving**	4.18	0.509	23.092	0.000	3	High
Total score		**4.20**	**0.551**	**21.729**	**0.000**	**-**	**High**

Data in Table (V) reveal that the overall mean of Mid-Ocean University professors' perception of the extent to which innovative leadership practices contribute to the promotion of mental health reached 4.20 (SD = 0.551), exceeding the hypothesized mean (3) by a statistically significant margin, reflecting a high level of appreciation of this positive role, as confirmed by the positive value of the t-test. When analyzing the subdimensions, the dimension "Authenticity" ranked first with a mean of 4.27 (SD = 0.571), followed by "Flexibility" at 4.19 (SD = 0.602), "Fluidity" at 4.15 (SD = 0.661), and "Problem Solving" at 4.18 (SD = 0.509). These results indicate a consensus on the effective impact of these dimensions in supporting mental health through innovative leadership practices.

The arithmetic means, standard deviations, t-values and their statistical significance are extracted separately for each dimension, as follows:

TABLE VI ARITHMETIC MEANS, STANDARD DEVIATIONS, ORDER, AND LEVEL OF PARAGRAPHS OF THE FLUENCY DIMENSION AS ONE OF THE DIMENSIONS OF THE FUNCTION OF PRACTICING CREATIVE LEADERSHIP IN IMPROVING MENTAL HEALTH, AS WELL AS THE RESULTS OF THE (T) TEST FOR ONE SAMPLE (N=100, DEGREES OF FREEDOM=99)

No.	Paragraph	Arithmetic mean	Standard deviation	(T)Value	Statistical significance	Order	Level
1	Innovative ideas reduce stress levels among faculty members.	3.98	0.864	11.338	0.000	6	High
2	Sharing ideas freely and exchanging them among colleagues contributes to promoting mental health	4.28	0.740	17.306	0.000	2	High
3	Diversity in innovative ideas improves job satisfaction.	4.10	0.882	12.473	0.000	4	High
4	Mutual listening to ideas enhances professional relationships and mental health.	4.23	0.815	15.098	0.000	3	High
5	Applying innovative ideas improves the work environment.	4.00	0.932	10.729	0.000	5	High
6	Stimulating creativity enhances happiness and psychological welfare.	4.32	0.680	19.415	0.000	1	High
Fluency		**4.15**	**0.661**	**17.429**	**0.000**	**-**	**High**

The overall mean for the fluency dimension, one of the dimensions of how innovative leadership practices promote mental health, was 4.15 with a standard deviation of 0.661, according to the results in Table (VI). This is statistically significant and shows a high degree of appreciation. The positive significance of the (t) value indicated a beneficial influence on the role of fluency. With a standard deviation of 0.680 and an arithmetic mean of 4.32, paragraph (6), which claims that "encouraging creativity improves happiness and psychological well-being," ranked first, with a high mean of 4.28 and a standard deviation of 0.74, paragraph (2), which claims that "freely sharing and exchanging ideas among colleagues helps promote mental health," came in second. With an arithmetic mean of (3.98) and a standard deviation of (0.864), paragraph (1), which claims that "innovative ideas reduce stress levels among faculty members," comes in last, but its level is still high, suggesting that all the paragraphs are highly appreciated.

The data in Table (VII) highlighted the importance of the "authenticity" dimension as an effective element in promoting mental health. It recorded a mean of 4.27 with a standard deviation of 0.571, significantly exceeding the hypothesized mean (3), as confirmed by the positive t-value.

In terms of detailed elements, paragraph (12) came first with a mean score of 4.44 (SD = 0.608), with participants confirming that "management support for creative ideas reduces the severity of burnout".

TABLE VII THE ORDER AND LEVEL OF THE PARAGRAPHS OF THE ORIGINALITY DIMENSION AS ONE OF THE DIMENSIONS OF THE FUNCTION OF PRACTICING CREATIVE LEADERSHIP IN IMPROVING MENTAL HEALTH, ARITHMETIC MEANS AND STANDARD DEVIATIONS, AND THE RESULTS OF THE (T) TEST FOR ONE SAMPLE (N=100, DEGREES OF FREEDOM=99)

No.	Paragraph	Arithmetic mean	Standard deviation	(T)Value	Statistical significance	Order	Level
7	Leadership encourages originality in ideas, which improves the work environment and mental health.	4.18	0.744	15.866	0.000	6	High
8	The presence of an environment that encourages originality affects the promotion of individual and collective creativity	4.29	0.756	17.062	0.000	2	High
9	Original ideas create a culture of new ideas.	4.19	0.662	17.975	0.000	5	High
10	Leadership encourages faculty members to think outside the box, which promotes mental health.	4.27	0.723	17.573	0.000	3	High
11	Original ideas enhance self-confidence and a sense of accomplishment.	4.24	0.806	15.393	0.000	4	High
12	Leadership support for innovative ideas reduces burnout.	4.44	0.608	23.670	0.000	1	High
Originality		**4.27**	**0.571**	**22.215**	**0.000**	**-**	High

Paragraph (8) came second with a mean of 4.29 (SD = 0.756), indicating that "a work environment that encourages originality stimulates creativity, both individually and collectively." The sequence concluded with paragraph (7), with a mean of 4.18 (SD = 0.744), emphasizing that "project leadership encourages originality of ideas, which contributes to improving the work environment and mental health." Although this was the least valued paragraph, it still received a high level of recognition.

Overall, these results reflect the participants' consensus regarding the importance of the "originality" dimension and its essential role in supporting mental health through innovative leadership practices.

TABLE VIII ONE SAMPLE'S (T) TEST RESULTS, ARITHMETIC MEANS AND STANDARD DEVIATIONS, AND THE ARRANGEMENT AND LEVEL OF THE PARAGRAPHS PERTAINING TO THE FLEXIBILITY DIMENSION—ONE OF THE ASPECTS OF USING CREATIVE LEADERSHIP TO SUPPORT MENTAL HEALTH (N=100, DEGREES OF FREEDOM=99)

No.	Paragraph	Arithmetic mean	Standard deviation	Value "T"	Statistical Significance	Order	Level
13	Leadership provides a flexible work environment that supports innovation.	4.21	0.756	16.004	0.000	2	High
14	Flexibility in dealing with new ideas contributes to mental health.	4.20	0.696	17.234	0.000	3	High
15	Leadership helps adapt to innovative changes, reducing anxiety levels.	4.19	0.761	15.630	0.000	4	High
16	Flexibility enhances faculty members' ability to provide innovative solutions.	4.07	0.891	12.015	0.000	6	High
17	A flexible work environment provides higher job satisfaction for faculty members.	4.33	0.682	19.488	0.000	1	High
18	Leadership encourages flexibility in thinking and planning.	4.16	0.762	15.229	0.000	5	High
Flexibility		**4.19**	**0.602**	**19.824**	**0.000**	**-**	High

The results in Table (VIII) indicate that the average flexibility, one of the dimensions of innovative leadership practice in mental health promotion, was achieved with a standard deviation of (4.19) (0.602), which is statistically significantly higher than the hypothesized average (3), which represents a high level of appreciation and its role is positive by the positive significance of the value of (t). Paragraph (17), which states: "A flexible work environment provides high job satisfaction to faculty members," ranked first with an arithmetic mean of (4.33), a standard deviation of (0.682) and a high level of appreciation. It was followed by paragraph (13), which states: "A flexible work environment promotes innovative leadership," and paragraph (16), which came in last with a high degree of appreciation, an arithmetic mean of 4.21, and a standard deviation of 0.756. "Flexibility is represented by the ability of faculty members to come up with innovative solutions." As for paragraph no. (16) titled "Yazid," the mean was 4.07, with a relatively high standard deviation of 0.891, The quality of all paragraphs was excellent.

TABLE IX RESULTS OF THE ONE-SAMPLE T-TEST, INCLUDING MEANS, STANDARD DEVIATIONS, RANKS, AND LEVELS OF STATEMENTS REGARDING PROBLEM-SOLVING AS A DIMENSION OF INNOVATIVE LEADERSHIP IN SUPPORTING MENTAL HEALTH

(N=100, DEGREES OF FREEDOM=99)

No.	Paragraph	Arithmetic	Standard deviation	Value "T"	Statistical significance	Order	Level
19	Leadership provides innovative solutions to work problems.	4.13	0.774	14.599	0.000	3	High
20	Leadership supports critical and innovative thinking in problem solving.	3.97	0.797	12.168	0.000	5	High
21	Innovative solutions reduce stress associated with work problems.	4.22	0.416	29.303	0.000	2	High
22	Leadership reveals weaknesses in the work environment to take necessary preventive measures before the problem occurs.	4.06	0.763	13.892	0.000	4	High
23	Innovative solutions enhance the sense of belonging and job satisfaction.	4.22	0.561	21.746	0.000	2	High
24	Innovative solutions improve professional relationships among faculty members	4.45	0.687	21.101	0.000	1	High
Problem solving		**4.18**	**0.509**	**23.092**	**0.000**	**-**	**High**

The results in Table IX indicate that the arithmetic mean of the "Problem Solving" dimension—one of the dimensions of innovative leadership practices in mental health assistance, reported a mean of 4.18 and a standard deviation of 0.509. Above the estimated mean, this result is statistically significant (3), reflecting a strong appreciation of this dimension and its positive role, confirmed by the positive t-value.

Paragraph 24 had the highest ranking at the sub-item level, with an arithmetic mean of 4.45 and a standard deviation of 0.687, indicating that "innovative solutions improve professional relationships among faculty members." Paragraph (21) ranked second with a mean of (4.22) and a standard deviation of (0.416), indicating that "innovative solutions alleviate psychological stress associated with work-related problems." Paragraph (23) came in third, with a mean of 4.22 and a standard deviation of 0.561, confirming that "innovative solutions strengthen a sense of belonging and job satisfaction." In last place, paragraph (20) showed a mean score of 3.97 with a standard deviation of 0.797, indicating that "innovative leadership develops critical and innovative thinking to solve problems." This mean still reflects a high level of appreciation.

Overall, these results confirm the high appreciation of all elements of the "problem-solving" dimension, reinforcing the importance of this dimension and its essential role in promoting mental health through innovative leadership practices.

Results pertaining to the second study question: Do significant variations exist at the ($\alpha \leq 0.05$) level in the function of practicing innovative leadership in promoting mental health from the of faculty members' perspective at Mid-Ocean University based on the factors of gender and college specialization?

To answer this question, the arithmetic means and standard deviations of the study sample's responses to the total score of the study tool were extracted, as shown in Table (X).

TABLE X MEANS AND STANDARD DEVIATIONS OF THE STUDY PARTICIPANTS' RESPONSES ON THE OVERALL SCORE FOR THE ROLE OF INNOVATIVE LEADERSHIP IN PROMOTING MENTAL HEALTH, AS PERCEIVED BY FACULTY MEMBERS AT MID-OCEAN UNIVERSITY

Variable	Change levels	Number	Arithmetic mean	Standard deviation	Adjusted arithmetic mean	Standard error
Gender	Male	57	4.13	0.593	4.167	0.077
	Female	43	4.29	0.481	4.268	0.085
Faculty Specialization	Scientific	58	4.11	0.579	4.135	0.076
	Humanity	42	4.31	0.492	4.300	0.086

Table (X) demonstrates a notable variation in the arithmetic means of the professors' replies from Mid-Ocean University on the contribution of creative leadership techniques to mental health promotion, based on the variables of gender and university specialization. A two-way analysis of variance was performed to ascertain the statistical significance of these differences, and the test's findings are shown in Table (XI).

TABLE XI TWO-WAY ANOVA RESULTS INDICATING THE SIGNIFICANCE OF DIFFERENCES IN THE PERCEIVED ROLE OF INNOVATIVE LEADERSHIP IN PROMOTING MENTAL HEALTH AMONG FACULTY MEMBERS AT MID-OCEAN UNIVERSITY, BASED ON GENDER AND COLLEGE SPECIALIZATION

Variance source	Squares sum	Freedom degree	Mean squares	F	Significance level
Gender	0.214	1	0.214	0.721	0.398
Faculty specialization	0.578	1	0.578	1.945	0.166
Error	28.836	97	0.297		
Total	1791.599	100			
Corrected total	30.048	99			

***Statistically significant at the significance level (α≤0.05).**

Regarding the variables of gender and academic specialization, Table (XI) demonstrates that there are no discernible differences in the arithmetic means of the faculty members' responses at Mid-Ocean University regarding the influence of innovative leadership practices on the promotion of mental health. There were no statistically significant differences between the groups, as evidenced by test values (F) that exceeded the maximum allowable error (α≤0.05) at the gender level (0.721 with a p-value of 0.398) and the academic specialization factor (F) of 1.954 with a p-value of 0.166.

Dimensional evaluation of Mid-Ocean University faculty members' perceptions on the contribution of creative leadership to mental health support:

The Mid-Ocean University faculty members' perceptions of the aspects of creative leadership's contribution to mental health were calculated, along with the means and standard deviations. Table XII presents the findings.

TABLE XII MEAN SCORES AND STANDARD DEVIATIONS FOR THE DIMENSIONS OF INNOVATIVE LEADERSHIP'S ROLE PRACTICING INNOVATIVE LEADERSHIP IN SUPPORTING MENTAL HEALTH AS VIEWED BY FACULTY MEMBERS AT MID-OCEAN UNIVERSITY BASED ON THE VARIABLES OF GENDER AND COLLEGE SPECIALIZATION

Dimension	Variable	Variable levels	Arithmetic mean	Standard deviation	Adjusted arithmetic mean	Standard error
Fluency	Gender	Male	4.09	0.718	4.153	0.093
		Female	4.23	0.718	4.199	0.101
	Faculty specialization	Scientific	4.03	0.695	4.045	0.091
		Humanity	4.31	0.580	4.307	0.103
Originality	Gender	Male	4.21	0.614	4.230	0.081
		Female	4.35	0.504	4.337	0.088
	Faculty specialization	Scientific	4.21	0.598	4.237	0.080
		Humanity	4.35	0.529	4.330	0.090
Flexibility	Gender	Male	4.08	0.652	4.120	0.084
		Female	4.34	0.501	4.318	0.092
	Faculty specialization	Scientific	4.10	0.668	4.145	0.083
		Humanity	4.32	0.475	4.293	0.093
Solving problem	Gender	Male	4.13	0.536	4.166	0.072
		Female	4.24	0.469	4.216	0.078
	Faculty specialization	Scientific	4.10	0.521	4.112	0.071
		Humanity	4.28	0.478	4.271	0.080

A variation of the arithmetic means of the study sample's responses about the aspects of innovative leadership and its contribution to mental health, based on academic specialization and gender, as perceived by Mid-Ocean University professors, is shown in Table (XII). A multiple analysis of variance (MANOVA) was performed to ascertain if these differences are statistically significant; the findings are shown in Table (XIII).

The findings in Table (XIII) demonstrated that, from the viewpoint of Mid-Ocean University faculty members, there were no significant statistical variations in the respondents' mean scores concerning the aspects of the role of exhibiting innovative leadership in fostering mental health, according to the variables of gender and university specialization. This conclusion is based on the calculated values of the (F) test and its corresponding significance levels, which, at the authorized significance level (α < 0.05), did not demonstrate statistical significance.

TABLE XIII RESULTS OF THE MULTIVARIATE ANALYSIS OF VARIANCE (MANOVA) TO IDENTIFY THE SIGNIFICANCE OF THE DIFFERENCES BETWEEN THE STUDY SAMPLE MEMBERS IN THE DIMENSIONS OF THE ROLE OF PRACTICING INNOVATIVE LEADERSHIP IN PROMOTING MENTAL HEALTH AS PERCEIVED BY FACULTY MEMBERS AT MID-OCEAN UNIVERSITY BASED ON THE VARIABLES OF: GENDER AND COLLEGE SPECIALIZATION

Variable source	Skill	Squares sum	Freedom degree	Squares mean	"F"value	Significance level
Gender HotellingK'S Trace=0.092 **Siq=0.078**	**Fluency**	0.046	1	0.046	0.107	0.744
	Originality	0.244	1	0.244	0.749	0.389
	Flexibility	0.836	1	0.836	2.395	0.125
	Solving problem	0.053	1	0.053	0.206	0.651
Faculty specialization HotellingK'S Trace=0.065 **Siq=0.202**	**Fluency**	1.448	1	1.448	3.403	0.068
	Originality	0.183	1	0.183	0.563	0.455
	Flexibility	0.462	1	0.462	1.325	0.253
	Solving problem	0.533	1	0.533	2.083	0.152
Error	**Fluency**	41.286	97	0.426		
	Originality	31.600	97	0.326		
	Flexibility	33.849	97	0.349		
	Solving problem	24.814	97	0.256		
Total	**Fluency**	1766.861	100			
	Originality	1854.139	100			
	Flexibility	1794.278	100			
	Solving problem	1768.694	100			
Corrected total	**Fluency**	43.227	99			
	Originality	32.272	99			
	Flexibility	35.873	99			
	Solving problem	25.632	99			

*** Statistically significant at the significance level ($\alpha \leq 0.05$).**

IV. Discussion Of The Results

1. There is a positive role for innovative leadership practices at Midocean University in promoting the psychological health of faculty members, as it was rated highly. This is attributed to the fact that the aim is to create a stimulating and supportive environment for innovation included in the plans and goals of Midocean University. Therefore, innovative leadership encourages the faculty members to participate effectively in decision-making, which increases the sense of belonging and independence among faculty members. This outcome might be explained by the faculty members' perception that they are free to voice all of their opinions and contribute to the growth of the institution, which is positively reflected in their psychological state, reduces feelings of tension and frustration, and increases feelings of satisfaction and accomplishment. Additionally, this outcome could be due to the fact that innovative leadership practices provide the opportunity for continuous learning and professional development, which in turn helps keep up with developments and reduces professional pressures. This is also what was confirmed by the study (Amabile, & Pratt, 2016), which indicated that creativity and innovation enhance the positive psychological health of employees in organizations. And the study (Zhang, & Bartol, 2010), which emphasized the role of empowering and innovative leadership in influencing self-motivation and creativity among employees, which enhances psychological health.
2. The findings show that faculty members at Mid-Ocean University do not significantly vary in their mean answers on how creative leadership contributes to mental health promotion according to their academic specialty or gender.

This result is attributed to the fact that the positive impact of these practices on mental health at the university was equally applicable to everyone, indicating that innovative leadership practices are applied fairly and comprehensively without bias towards a specific gender or academic specialization, which achieves a balanced work environment in which all members feel appreciated and supported.

This result is also due to the fact that the needs and requirements for promoting mental health are similar between the sexes and in the various academic specializations at the university, as the factors that affect their mental health are the same factors such as a sense of independence, institutional support, and self-esteem.

Recommendations

From the basic results of the study, the recommended consultants that suit:

1. Encouraging academic leaders at Mid-Ocean University to continue practicing innovative leadership for its role in promoting mental health among faculty members.
2. Developing mechanisms for conducting an advanced assessment to continuously identify the impact of

innovative leadership methods on the mental health of faculty members on a regular basis.

3. The significance of creative leadership techniques in fostering mental health in communities and samples distinct from the present study group should be investigated further, with the aim of expanding the usefulness of the findings and generalizations drawn.

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