

Managing Innovation in Educational Institutions for Global Relevance

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Abstract

Educational institutions are knowledge factories where people of all ages come to feed from the fountain of knowledge to help the development of individuals and society. For educational institutions to remain relevant and competitive, there is a need to evaluate and manage the entire process to ensure the seamless attainment of institutional goals. This paper examined managing innovation in educational institutions for global relevance. Educational innovations are those classroom applications that involve new ideas or methods that enhance teaching and learning. The paper exposed the various educational innovative practices that if well integrated into educational institutions will enhance global relevance. Some of these innovative practices are integrating digital tools like the use of the World Wide Web, the Internet and social networking. The paper concluded that the integration of digital tools in the management of innovation in educational institutions may not be the silver bullet that will catapult educational institutions to relevance but the ability to harness the potential of digital technology and its sustainability. As a way forward, the study recommended training and retraining teachers in digital technology and establishing a technical support team saddled with the responsibility of installation, operation and maintenance of digital technology.

Keywords: educational institutions, management, innovation, global relevance

Introduction

Education is generally accepted as pivotal to the development of individuals and society. Education helps individuals not only understand the environment but to subdue the environment for the benefit of man, the environment and society. Education connotes the upbringing of individuals by the societal norms of a given society and for society's betterment, growth, and development (Nzegbulem & Onyeagbako, 2016). This brings to the fore the institution responsible for the attainment of these laudable goals. An educational institution is an organization that consists of different intellectuals from different backgrounds to achieve educational objectives. An educational institution is a conscious planned human organization that consists of academic and non-academic staff with the responsibility of instilling values, norms, skills and capabilities in the learners for the exploring of individual talents and the development and growth of individuals and society.

For any educational institution to remain relevant in the global world, there is a need for an improvement in the ways educational institutions harness and manage their resources. The educational institutions consist of basic education, post-basic education and tertiary education. These levels of education have a common objective of refining the individuals for the betterment of individuals and society today and in the future. To achieve better and more effective attainment of educational goals, managers of educational institutions must be innovative and add value to how educational goals are achieved. Nnodim et al. (2021), aver that education is a lifelong learning which involves change and innovation. Therefore, for educational institutions to remain relevant and competitive in the global space, there is a need for change and innovation. Innovation in education means a departure from the old ways of

doing things that are not effective but introducing a novel idea that is not only effective but adds value to the system. Consequently, innovation in education is the process of doing new things that help in solving educational challenges or help in improving the learning outcome. It is important to mention that innovation does not necessarily mean change, therefore it becomes imperative to distinguish between the two concepts. The essential difference between change and innovation lies in the fact that the latter is planned over a shorter period than the former because of its magnitude (Asodike, 2015). With the effect of globalization and the upturn of digital technology, it becomes necessary that educational institutions must adopt certain innovations that will enable the institutions to remain relevant in the world of work. Innovations are inevitable because of the growing number of people seeking admission to various educational institutions, the effect of globalization and the dynamics of digital technology. The onus is on the managers of educational institutions to map out strategies that will not only enhance the attainment of educational goals but the educational system that will be relevant and competitive in the global economy.

For educational institutions to be relevant in a knowledge-driven society the institutions must harness the power of digital technology to create institutional ethos and culture that are inspiring to teachers and learners. It is enlightening to note that the adoption of new techniques or strategies may not necessarily achieve in the long term the expected goals without effective management of innovation. Managing innovation is the ability of managers of an educational system to allow all stakeholders the opportunity to participate actively in curriculum planning and execution. (Oluwuo, 2021). Managing innovation in education is expedient for any educational institution to remain relevant in the committee of professional educators.

For any educational system to remain global relevance there is the need to integrate digital technology in the pedagogical contents of educational institutions. This will not only enhance the visibility of the learning outcomes but will make learning accessible, affordable and lifelong learning. The digitalization of teaching and learning will also enhance the acquisition of different learning skills, critical thinking and make the recipients global citizens that work and contribute to global knowledge. It is against this backdrop that the researcher is interested in managing innovation in educational institutions for global relevance.

Educational Institutions

Educational institutions are places where people of different ages gain knowledge and it consists of preschool childcare, primary education (elementary schools), secondary-high schools and universities. Unlike any other organization, educational organizations are dedicated to providing education to the learners and ensuring that the learners conform to the norms and ethics of society. Gonda (2014) avers that, if educational institutions play their proper role of imparting quality education to the learner, society will be better off. So, it is the responsibility of educational institutions to provide quality education for the sustenance of the growth and development of society. Educational institutions are adjudged as social institutions that perform enormous functions. The essence of educational institutions is the provision of a learning environment with vast educational resources that enhance individuals' potential, personality, habits, and intellectual capability. Secondly, encourage the ambience that will encourage, creativity and innovation, thirdly, inculcate positive values and virtues in the learners. Educational institutions help to prepare learners for the work of life by instilling skills and knowledge that can sustain individuals in the trajectory of life.

Educational institutions are legal entities because they are established by law and operate under the law that establishes them. The university is one of the educational institutions with the responsibility of providing the manpower needs of society and is usually headed by a vice chancellor with other faculty members. University education is the zenith of academic

pursuit with the onus of admitting students, teaching and awarding certificates and degrees to deserving students. University in Nigeria is usually regulated by the National University Commission (NUC) to ensure the orderly development of universities and accreditation of courses in line with international best practices. The prime factor for the development of university education is teaching and imparting knowledge, seeking and discovering the truth, and disseminating knowledge to emancipate individuals from the shackles of ignorance and poverty (Obinna, 2021). The author further opined that tertiary education is saddled with the onus of developing the manpower needed by society to induce innovation and progress.

The National Policy on Education states that these laudable goals are achieved through quality student intake, quality teaching and learning, and research and development among others (Federal Republic of Nigeria (FRN), 2014). In the same vein, Ayorinde (2016) defined a university as higher learning that is involved in academic programmes for undergraduate and postgraduate courses. The essence is to produce knowledge, skills and inculcate to the learners positive values, behaviours and character. The author further extrapolated the functions of university as the propagation of knowledge, dissemination and application of knowledge. Interestingly, these are achieved through teaching, learning and examining of scholarly works and confirmation of certificates to deserving students. The World Book Encyclopedia defined university as where men and women are helped to enjoy richer and meaningful life. This is achieved through the instilling of life coping skills that will enable the individuals to participate in the works of life for their benefits and society. From the fore discussion, it becomes imperative to emphasize that university education is not only pivotal to the development of society but also help to enrich the individuals with essential skills and innovation to help gain better employment and high self-esteem in society.

Management

Management is a concept that has been given elaborate emphasis by educators, academia, teachers and scholars. It has attracted various definitions and explanations, thus it behooves the researcher to extrapolate various definitions in view to unravel the meaning of management as it relates to the concepts under study. Management is active and not about theory, is about making things happen, developing people, and working with people to achieve results (Mullins, 2010; Timothy, 2021). In the same vein, Peretomode (2013) viewed management as a process geared towards the formulation of policies, strategies, plans and programmes to achieve a set of organizational goals. According to Yalokwu (2006) cited in Nnokam (2021), management is a process of planning, organizing, leading and controlling the efforts of members of an organization and utilizing available resources to achieve set goals. It implies that management is a systemic process of harnessing human and material resources towards the attainment of organizational goals.

Managers are therefore saddled with the responsibility of planning, organizing, commanding, and controlling human and non-human resources. It involves the delineation and hierarchy of authority with a clear definition of responsibility in a hierarchical order. The primary objective of achieving the organizational goals is the responsibility of the manager who ensures that the role and expectation of the organization and responsibilities well defined. Edem (1990), in explaining the formal organization opined that for accomplishment of the organizational goals the tasks, the position and authority relationship must be well structured. The tasks are the activities to be performed to achieve the organizational goals. In the educational institutions the tasks for lectures are teaching, learning and community services. The relationship between the various spectrums of learning are not only defined but are distinct to act as a guide for effective decisions making. For instance authorities of university system emanate from the governing council and senate. The Vice-Chancellor is the 'manager' that

ensure that day to day academic activities are not only achieved by efficiently. To achieve these, the vice-chancellor plan, organize, direct, supervise and coordinate the human and non-human resources to achieve educational goals.

It is pertinent to emphasize that, every human organization desire leadership, direction, supervision and evaluation of the organizational activities to achieve the organizational goals. It is in this regard that educational institutions that are knowledge driven also desired not only management but effective and efficient management of the organizational resources to achieve educational goals as defined in the national policy on education. Another reason why it is imperative for management in education is not only for efficient utilization of educational resources but because the resources are limited and being scrambled by other sectors of the economy (Ejiogu & Ogonor, 2016). Again, the proliferation of tertiary education has made it important for effective management of educational institutions for greater objectivity in decision-making and efficiency of activities.

Global Relevance

The Concept of global relevance is more apt now than in the recent past in educational institutions due to the prevalence of information, globalization and the use of digital technology. Also, the increase in the number of people seeking education has made it necessary that educational institutions need to appraise the curriculum to ensure that, it in tune with international best practices. Educational institutions should be capable of producing students with knowledgeable skills, creative and globally competitive students. Sa'ad (2015) opined that, for a curriculum to produce globally relevant students, it must integrate problem-solving skills, digital skills and computer education among others. It is inarguable that to prepare students for the challenges of life and the world of work in the 21st century, pedagogical content should integrate creativity, critical thinking, communication and collaborative skills (Molina & Lattimer, 2013). Interestingly, for any educational institution to remain relevant and competitive the students and teachers as a matter of priority should be able to know 21st century skills among them are the ability to access, evaluate, use and manage information, analyze and create media products, and apply technology effectively. To achieve these digital skills educational institutions need to revisit the curriculum and integrate digital tools in teaching and learning.

Managing Innovation in Educational Institutions

We are in a dynamic world that is constantly changing and no educational institutions remain static and remain relevant in the global sphere. The desire to create a desirable society requires creating a compatible educational system (Anyagou, 2015). This depicts the importance of the educational system as a drive for a better society. Society and means of acquiring and communicating knowledge are changing so fast that educational institutions must strategize to remain relevant and competitive. This brings to the fore, the concept of innovation in educational institutions as a prerequisite to remaining relevant and competitive in the global economy.

Innovation is derived from the Latin word 'innovatus' meaning altered (Jack & Nwaogazie, 2021). The authors further define innovation as educational change that involves the alteration of educational programmes and practices that is geared towards solving educational challenges. Innovation is about adopting new and better ways of achieving organizational goals. It is not necessarily a departure from the old system but it can be a mix of the old and new tactics to achieve a better outcome. Innovation is any process of adopting new knowledge and removing obsolete ones to improve organizational goals (Ossai & Ajudeonu, 2019). Oluwo (2021) avers that innovation is a conscious effort to bring something

new that has a positive impact on society. The author further stressed that innovation should be cost-effective, time saving and greater productivity. This implies that, innovation means an improvement of the hitherto existing process with added value. Aguba (2021) opined that, innovation is a departure from the old ways of doing things to a new order which is purposeful, organized and risk-taking with the intention of satisfying economic wants and improving productivity. The essence of innovation is adding value to the system, being productive, prosperity and the transformation of existing structure for better performance.

Educational innovation is the remix of the old order and the new order for the purpose of solving the challenges of education and improving learning and learning outcomes. Educational innovation is a planned change in educational policies, objectives and programmes aimed at adding value to education. It could be in the form of new ideas, technology or instructional techniques and strategies that are geared towards the success of teaching and learning (Asodike, 2015; Olowuo, 2021). To have a better society, educational institutions must adopt new methods of achieving in the most proficient ways the educational goals. For any educational institution to meet the global challenge of today and in the future, there is a need to integrate innovative ideas and processes in meeting the educational challenges. This makes change and innovation inevitable for educational institutions to adhere to their vision and have a better understanding of society.

Educational innovation is crucial for educational institutions because of the fact that we are in a dynamic world where things keep changing and education cannot be left behind especially, in a knowledge-driven world with the upturn in information technology and globalization. The upturn of information technology has provided a vista of opportunities as well as challenges coupled with population growth and an increase in knowledge explosion as a result the availability of the internet and technological advancement has necessitated innovation in educational institutions (Kaegon & Nwaeke, 2021).

According to Credaro (2003) cited in Shen (2008), avers that, globalization has made it imperative for educational institutions to reappraise the old practice if it must remain relevant and maintain a competitive edge. Innovation in educational institutions provides an opportunity to evaluate the old ways of doing things and learn new techniques for improving and achieving educational goals. Innovation and its manifestation in educational institutions connote not only new ideas, and knowledge but improved ideas and knowledge that will not only improve learning outcomes and quality of learning, but education that will remain relevant in the rapidly changing world (Ossai & Ajudeonu, 2019).

It is pertinent to note that, for educational innovation to achieve the desired result, there is a need for managing innovation in educational institutions. Educational institutions must be alive with their responsibilities of providing a sustainable environment that will sustain innovation. This can be achieved through adequate planning, coordinating and evaluation of available resources in tandem with innovation and educational goals in general. Educational institutions should ensure that they imbibe the right attitude that will drive innovation. Studies generally have shown that, teachers abhor change and usually resent new ideas and by extension innovation.

It is imperative to express that, for educational institutions to remain relevant and competitive, the institutions must integrate digital technology to their pedagogical content. Therefore, it behooves the government and relevant stakeholders in the knowledge industry to integrate information technology into the process of teaching and learning. This will not only enhance learning outcomes but will boost productivity. The onus is on the managers of educational institutions to adopt paperless policies and train and retrain lecturers on the use of digital technology. Also, providing an enabling environment that will allow digital technology

to flourish, not only through procurement of digital tools but more importantly making it accessible for use and the sustainability of such technology.

Again, it is enlightening to note that, for the sustainability of digital technology, there is a need for synergy between all stakeholders in the education industry to harness human, material and financial resources towards the sustainability of digital technology. The students must be acquitted with digital skills, critical thinking and interpersonal skills that will make them relevant in a knowledge driven economy. And finally, educational institutions must provide leeway to the proliferation of digital tools and ensure effective monitoring, supervision and evaluation of the teaching and learning process to ensure that the aims of innovation are achieved.

Types of Innovation in Education

The upsurge of information and communication technology has changed the dynamics in every aspect of man and his relationship with the environment. This prompted various platforms through which people communicate and interact with one another. These platforms, if well utilized by educational institutions, will enrich the pedagogical contents and improve the learning outcomes. These innovations in educational institutions could be in the methods of teaching, processes of delivering services, pedagogical tools or the instructional materials used in enhancing educational goals. The advent of the Internet and the World Wide Web has caused a paradigm shift in the learning processes and methods of learning. Some of these innovations in education are:

- 1) Social networking sites are outstanding innovations adopted by educational institutions used not only in communication and sending memos to students and parents but also used in the dissemination of lecturers' notes and assignments. Some of these social networking sites are Facebook, Twitter, Instagram, Youtube, Yelp, Whatsapp, Pinterest, TikTok among others. The essence of social networking as extrapolated by Wright and Yasar (2022), is learning, sharing, interacting and marketing.
- 2) Another technological innovation making waves in educational institutions is teleconferencing. Teleconferences can be classified into two, namely; audio conferences and video conferences. The audio conference is a visual call between more than two participants in different locations while a video conference is both audio and video meaning that participants see themselves. An example of a teleconference is Zoom which became popular during COVID-19. Fedena (2019) enumerated other innovative methods of teaching strategies are teaching through flipping classrooms, teaching through smart boards, teaching through virtual reality, teaching through 3D printing technology and teaching through cloud computing among others.
- 3) In a similar vein, Tran (2023) itemized innovative teaching methods as using artificial intelligence, AI helps to reduce teacher workload like plagiarism tests, assessment and scoring students' work, blended learning, project-based learning encourage working with others, independent learning and critical thinking.
- 4) Others are; inquiry-based learning, Jigsaw, peer teaching, crossover teaching and personalized learning.

The common features of these innovative teaching strategies are that they encourage student-student interaction and teacher-student interaction. The greatest advantages of these innovative teaching methods are: it is student-centered and have made learners more active and productive in the classroom. These innovative teaching methods enrich learning and made education more inclusive, hitherto where teachers are seen as the custodian of knowledge who dished it to students at will. Under this, new- normal teachers are facilitators of learning rather than curator of knowledge. The groundswell of digital technology and its adaptation by educational

institutions remain the catalyst of global relevance. It enhances collaborative learning, inclusive learning and made education assessable and removes the geographical barriers to teaching and learning. It is pertinent to note that, society is more and more dependent on technology in every facet of human endeavor, therefore, it becomes incumbent on educational institutions to integrate digital innovations in teaching and learning to be competitive, relevant and for excellent achievement of educational goals.

Perspectives Innovation: The Nigeria Experience

The educational system in Nigeria has witnessed series of educational change and innovation since the introduction of Western education by the missionaries. Though it is not within the purview of this study to trace the sequence of these educational innovations, emphasis will be placed on the major educational policies that changed the Nigerian educational system. Nigeria inherited educational institutions from the missionary that was geared towards producing the manpower that enable the missionary to propagate the gospel of Jesus Christ. They were interested in producing clerks, interpreters and catechists. Iwunna (2006) asserted that, the educational system provided by the missionary aimed at training the people who can read and write and translate the bible into native languages. Also, argued that the deficiencies of hitherto educational system led to the deliberate effort of the government to introduce an educational system that will inculcate national consciousness and skills that will lead to the development of individuals and society.

It is interesting to note that, the first attempt to change the colonial orientation was the publication of National Curriculum Conferences titled “A Philosophy for Nigeria Education” The essence was to review the old order and provide new national goals for education and guideline on what the new national policy will accomplish (Asodike, 2015; Ojelabi, 1980). The National Curriculum Conference was not only a departure from hitherto colonial policies but the emphasis was on the needs of people and values and aspiration for development. The report of the conference led to follow-up seminars and conferences convened in 1973 consisting of stakeholders in education, voluntary agencies and external bodies to deliberate on policies on education (Nnokam, 2021). The outcome of the deliberation is a landmark policy on education titled ‘National Policy on Education’. The median publication in 1977 led to the revolution of major innovation in education. Though there had been several editions, the landmark is the introduction of the 6-3-3-4 system of education that replaced the 6-5-2-3 system. The innovation of the programmes is six years in primary school, three years in junior secondary, three years in senior secondary school and four years in university.

In spite of the innovations and reform in an educational system that ushered 6-3-3-4 the desired educational goals were not accomplished as a result of poor implementation of the programme (Dorgu & Adediran, 2021). This led to the introduction of Universal Basic Education (UBE), in 1999 with 9 years of basic education and 3 years of senior secondary school education. The UBE introduced several innovations and it is important to highlight some of those innovations. The basic education given to children aged 0-15 consists of early child care and development education, preprimary, primary and 3 years of junior secondary education. Post-basic education and career development consist of senior secondary education, higher schools and continuing education given in vocational enterprises institutions as a means of preparing them for wealth creation and the world of work. While tertiary education consists of post-basic education in universities and inter-universities such as the colleges of education, agriculture, and school of health among others (FRN, 2014).

Government in the past has introduced a far-reaching innovation that enhances national unity and that led to the establishment of unity schools in all the states of the federation. The government also established open and distance education that will use a variety of media and

technologies to provide quality education for a large number of learners (FRN, 2014). This led to the establishment of the National Open University of Nigeria (NOUN). The government in the past has also made a concerted effort towards integrating digital technology into the pedagogical content. In 1988, the National Policy on Computer Education was introduced with the view of integrating information and communication technology into schools and ensuring that teachers make use of information technology in solving the challenges associated with teaching and learning. Other innovations introduced by the federal government that are worthy of mentioning are the National Policy for Information Technology formulated in 2001 to make Nigeria a key player in Africa on the use of information technology, Schoolnet Nigeria, computers in-school projects, and one laptop for a child among others.

Challenges of Innovation

Despite the efforts of the federal government in integrating information technology into teaching and learning, there are contending issues that inhibit innovations in educational institutions in Nigeria for the achievement of global relevance. Some of these challenges are highlighted here for discussion.

- 1) The first worthy of mentioning is poor implementation. Nigerian educational institutions have never been bereft of ideas but the challenge has been the implementation. For instance, the Universal Primary Education, UPE scheme failed due to poor implementation as a result of a lack of instructional facilities, poor management, monitoring and supervision (Wordu, 2022).
- 2) Closely related to poor implementation is the attitude of resistance to change. Most often, during the period of policy planning, the teachers whose onus is for the implementation of policies are not always involved. This usually develops the attitude of “what is wrong with the former policy” and this undermines the achievement of the policy.
- 3) Another factor inhibiting educational innovation is the paucity of funds allocated to educational institutions. Unfortunately, funds budgeted for educational institutions in Nigeria are below the stipulated UNESCO standard of 26% of the annual budget. Due to inadequate funds, the university is unable to meet statutory roles of effective teaching and learning, provision of adequate educational resources, accommodation for academic staff and digital tools that will enhance global relevance.
- 4) Again, the paucity of funds has also impeded research and this undermines innovative ideas. Furthermore, corruption is the bane of educational development and it affects every facet of national life and education is not exempted. It is unfortunate that anytime a new programme is introduced those who are saddled with the implementation are more interested in money sharing than implementation (Amaewhule & Okagbare, 2021). The authors further stressed that, due to the level of corruption, educational institutions are unable to provide a teaching and learning environment that will aid research and innovation. In the digital era, most educational institutions are unable to provide Internet to students and teachers. This not only hinders institutional visibility but retard research and innovation.

Sustainability and Maintenance of Educational Innovations

Sustainability and maintenance are co-concepts that if not well managed will not only disrupt the attainment of educational goals but will destroy the essence of educational programmes and innovations. Sustainability in this context is the ability of educational institutions to maintain and monitor any educational policies and programmes for the attainment of educational goals, by ensuring that the objectives of educational goals are achieved. Educational institutions are

littered with programmes and policies poorly executed. For instance, in Rivers State, the government introduced “an internet classroom” in public secondary schools in the state (Adomi & Kpangban, 2010). The Rivers state built modern secondary schools with internet facilities but unfortunately, these laudable programmes never outlived the government that established them. This is as a result of policy summersault and the desire of every administration to start its policy and programmes. In a similar vein, the MTN partnered with the Rivers State government to provide digital facilities in secondary schools in Rivers State but it could not be sustained. The challenges are that, most of these digital technologies or policies are usually introduced by international donors, multinational companies and corporations without the necessary mechanisms by which these programmes will be maintained and sustained by educational institutions (Tinio, 2000).

In the views of Cisler (2002), avers four types of sustainability that if well managed will enhance innovation in educational institutions. They are political, social, economic and technological sustainability. Political sustainability has to do with leadership and the willpower of leaders to ensure that innovative policies and programmes are implemented to the latter. It also has to do with the element of resistance on the part of employees to adapt to change. Ojule & Orlu-Makele (2021) emphatically stated that, when political interests are involved in any innovation, failure is imminent.

Social sustainability is the ability of the school to integrate the school community-parents, political leaders, and village notables into the innovative programmes and policies and ensure that all understand the essence and the benefits of such programmes and policies. Economic sustainability is about the viability of such programmes and the ability of the educational institution to finance and maintain the programmes.

Technological sustainability deals with the availability of technology and the durability of such technology. It is economical to integrate digital technology in that the parts are available and the maintenance is cheap to integrate digital technology that is in vogue without the necessary components. Closely related to sustainability is the lack of maintenance culture as a result of a lack of experts on the use of technology. Studies have shown that many novel ideas and projects are jettisoned because most people that are saddled with the responsibilities of executing the projects lack expert knowledge on the use and maintenance of such technology.

The Way Forward

Innovation is a conscious effort to add value to a process, programme or method to achieve a given goal. For any educational institution to remain relevant in the global space, there is a need to integrate digital technology into pedagogical content. The adoption of technology will open a vista of opportunities for innovative ideas in teaching and learning, therefore it behooves all stakeholders in educational institutions to be competent not only be ICT compliant, they should understand the technical, curriculum, financial and administrative implications on the use of digital technology in education. Credence to the above, educational stakeholders saddled with the responsibility of the attainment of innovative ideas should be trained and retrained on the use of digital technology. Information technological tools keep evolving and those who are meant to use them must keep up skilling for greater relevance. Information technology in education has a huge financial implication and procurement of digital tools should emphasis on models, the users must maximize the economics of scale and not necessarily the latest models. To optimize the sustainability of digital technology, educational institutions should establish a technical support unit consisting of experts in digital technology whose responsibilities will be for installation, operation and maintenance. There should be a synergy

between the educational institutions and community leaders on the importance of the sustenance of existing projects within their area of authority.

While we encourage the development of more innovative resources to enhance teaching and learning, educational institutions should effectively monitor existing innovations to ensure maximum accomplishment. Finally, it is becoming obvious that government alone cannot finance education therefore the study recommends the payment of school fees by students to help in the procurement of educational resources that will boost global relevance.

Conclusion

From the foregoing, it has been established that, for educational institutions to have a competitive edge and remain relevant in the global, knowledge-driven economy, there is a need to integrate digital technology into the pedagogical content. The integration of digital content should not be seen as a silver bullet that will drive innovation in educational institutions and catapult to global relevance but the ability of lecturers to harness the potential of digital technology in enhancing innovative ideas. The study also concluded that for innovation to be successful and achieve the intended goals the educational institutions must not only manage innovative ideas but constant evaluation and monitoring of the process.

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