

INNOVATIVE EDUCATIONAL MANAGEMENT POLICY PRACTICE IN
SECONDARY SCHOOLS AND THE GLOBAL QUESTION: IMPLICATION FOR
SUSTAINABLE DEVELOPMENT IN RIVERS STATE

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Abstract

The study examined innovative educational management policy practice in secondary schools and the global question: implication for sustainable development in Rivers State. The concepts of innovative educational management, secondary school and sustainable development were discussed. Also the roles of education in sustainable development and innovative educational management was addressed, approaches to carrying out innovative management was explained and it was concluded that a better society will be available to us if we seek solutions to the problems facing the management of secondary school through innovative educational management practice. It was concluded that secondary school education like the other levels of education should get a boost in innovative practice for better output. The following recommendations were made to support the study that school managers (principals) should ensure they are able to lead by example in passing on the rules of engagement to the teachers and students for higher productivity, school managers should be at the forefront of the drive to using local content to achieve great educational goals and ensuring others around them think global, teachers should be supportive of school managers in encouraging partnership between the communities and the local school, educational stakeholders in each educational locality should be brought into the picture of school management for better management of the school for sustainable development, the government should encourage school manager with the request of resources they may need to pursue their goals.

Keywords: *Innovative educational management, Secondary school and Sustainable development*

Introduction

Secondary school is a level of education that houses the needs and caters for such needs of the learners just after primary education. According to the National Policy on Education (FRN, 2016) secondary school education is that educational level where students are groomed for the larger society or for tertiary education. This level of education, again, demands a higher level of service delivery to the recipients. Therefore, for better results, certain factors are key among which may include; quality, innovation, etc that can serve the economic, intellectual, socio-cultural, democratic values and principles needed to achieve higher productivity.

Innovation is a deliberate, new and specific change in the management of educational policy such that engenders effectiveness and perhaps efficiency. This description points to the fact that something new which must be deliberately achieved in pursuant of higher quantity and qualitative output. Thus, the consideration of the fact that management is not just a basic element of any organizational structure, it is what makes the system to advance and/or retrogress (Manea, 2015). Perhaps, innovation in management has been perceived as the invention and implementation of practices, structure, technique and management process which is needed to the utmost level of advancement in that area and aimed at achieving the organizational objective (Birkinshaw, Hamel & Mol, 2008). This view presents a wholistic view of an innovative educational management geared towards practice. To capture it most appropriately, it tends to further the cause of one of the specific goals of secondary school education which is to ‘Raise a generation of people who can think for themselves, respect the views and feelings of others, respect the dignity of labour, appreciate those values specified under our broad national goals and live as good citizens (FRN, 2016). This specific intent is aimed at pursuing innovation in the process and practice of secondary education, thereby encouraging effectiveness and efficiency top-down; a quest for adequate school management practice all over the world but the question is, how can this be brought to full manifestation or actualization which is where the idea of sustainable development would be birthed.

Sustainable development has been defined in different ways just as the authors are many. It is the process ensuring that available resources for today are utilized yet bearing in mind that there is a future need to be concerned for. It could be viewed as when the present generation meet their needs and also bears in mind that there is a future generation to be responsible for. According to International Institute for Sustainable Development (IISD, n.d.), sustainable

development was defined as developing to meet the needs of today without undermining the needs of the future. This conveys perhaps that whatever educational management policy that should come in place for effective management of secondary schools today, should not undermine the future generation. This could happen at the point of goal setting/objective development, implementation phase or at the point of evaluation in order to reverse the wheel.

The idea for innovative educational management came because of some of the past experiences of these authors when it comes to educational management policy. For instance, once upon a time, Biology as a subject used to be compulsory for all secondary school leavers but along the line a policy came that made it optional thereby leaving most of the students that would have chosen a science subjects out completely of the benefit of the knowledge gained from Biology classes among which is the issue of hygiene or hand-washing lifestyle to avert all forms of diseases and pathogens that would affect them as they take on life daily. So, it becomes expedient that if innovation is brought to the way of school management, it would help students choose subjects like Biology, a very important secondary school subject which should not be made optional outrightly by the managers of secondary schools in this era. Hence, innovative educational management policy practices in secondary schools and the global question: implication for sustainable development in Rivers State.

Conceptual Framework

Concept of Innovative Educational Management

Innovation has been earlier defined as a specific deliberate new approach at attending to an existing challenge that would prefer a much more effective and/or efficient results (Jeremiah & Alamina, 2017). Bur Manea (2015) defined innovation in management as a process of holding and using managerial skills, perseverance and courage in carrying out changes that brings about advancement and better output. This means that innovative educational management would require skills, holding power and inner fortitude in order to elicit a change that is capable of producing acceptable and workable output for the individual and for the society. So, this act of carrying out the process of innovation is what is regarded as innovative; a kind of practice or a doing thing. Some of the areas of emphasis for the school manager must be to give policy attention and implementation to:

- a. Training for social, political and democratic life.
- b. Access to knowledge and experiences that enhance personality development.

- c. Reorganization of the curriculum to have commercial focus.
- d. Development of competitive spirit both in the teacher and the learners.
- e. Partnership with education stakeholders to boost results.
- f. Engagement local resources person who have shown worthy characters to serve as models for the younger people being exposed to learning.

Furthermore, Kraveleako, Tymchuk, Parlysh, Kysleako and Lutschko (2020) have advocated that scientific and methodological approaches be adopted for innovative educational management policies. Some of the suggestions include:

- a. Develop and test different kinds commenda
- b. Develop diagnostic tools to test level of education and knowledge gained.
- c. Delineate effectiveness criteria.
- d. Encourage scientific support for teacher training etc.
- e. Design a mechanism to spreading best practices and innovation.

These and many more could serve as the innovative educational management policy delivery that would ensure a sustainable development in an answer to the global quest in search of what is sustainable and result oriented.

Concept of Secondary School

Secondary school education is that level of education that trains people for life in society after primary school or for tertiary education. According to Akor and Pepple (2020) secondary school education is the second level of educational practice in Nigeria after primary education. This stage of education exists pursuant to (FRN, 2016):

- a. Provide primary education leavers with a chance for tertiary education.
- b. Give opportunity to take care of individual differences among learners both for now and in the future.
- c. Make possible the availability of trained personnel in applied science.
- d. Enhance further and promote Nigerian languages, art and culture based on world cultural heritage demands.
- e. Build national unity even in the eyes of diversity.
- f. Grow a generation of people who can think for themselves, respect the views and feelings of others.

g. Provide technical knowledge and vocational skills. Perhaps of this great number of goals, the system has given 6-years to this level of education in order to be able to achieve this target. For Omozuawo (2020) secondary school education in Nigeria requires revitalization and one of the ways to achieve that would be to adequately inject and implement suitably Information and Communication Technology (ICT) into secondary school curriculum and that the policy managers must ensure it is carried to the later. Chukwuka (2020) again, asserted that innovative management would take a proper foothold if education managers could tackle the challenges of inadequate and low quality teachers in partnership with the government. This would have a huge return on the process of secondary school education as it also has a way of weeding out completely or do reduction in corrupt tendencies of these teachers. This is to produce an education practice that would be sustainable and given to development as time would have need for it.

Concept of Sustainable Development

Sustainable development can be described as a process of ensuring that the present needs of man are met with available resources and the said resources must not be depleted or pose danger both to the present and the future. The idea of sustainable development is built on the ground of being able to perpetuate the present and the future at the same time and none of them is posing a challenge one to another. It presents an idea embedded in conservation and preservation. That is to say that even if in the course of development changes are observed but the original feature must be retained. E-International Relation (E-iR, 2011) described sustainable development as a kind of development that meets the needs of the present without undermining the ability of future generation to meet its own needs. When this concept is brought into innovative educational management, it conveys a type of educational management practice that maximizes whether large or small resources available to perpetuate an output in the areas of classroom management, resource utility for curriculum implementation, strategies for reducing students tardiness etc. It could be further perceived as a balance between educational management practices and the output generated as a consequence. Thereby making sustainable developmet to stand on three prongs of ; the environment, social and economic balance in order to produce the desired result (Aplanet, 2022).

- a. Environment in the sense that part of the responsibility of school managers is to ensure that the school environment is adequately managed and available resource maximally harnessed and the benefit detained. Also, conducive environment for teaching and learning should be encouraged.
- b. Social with regards to building cohesion and inclusiveness where everyone respects one another and the views of other with respect to ideas that keep them in the social group, promoting equity and egalitarianism among the students and pupils through real example and mentorship approaches as well as encouraging, empowering to carry out roles and responsibility in preparing individuals for life after school.
- c. Economic trends teaches contextualization and use of local materials to serve needed purposes as well as energizing them to persuade their family to buy and consume local items, thereby boosting the economic outlook of the environment, generating employment and ensuring cooperate prosperity. The drive here is that the school managers must be out to be individuals with rounded minds of pursuing the target of innovative educational management that is able to respond to the world's quest of reducing the challenges of unemployment and insecurity through adequate enforcement of policy developed to help the school become a better place and indirectly building a society of people who are self-reliant and promoting unity, peace and justice, features that are known to promote sustainable development in the long run.

This therefore means that sustainable development will be called so when it has some of these characteristics:

1. Meets the needs of the present.
2. Improve the quality of life of man.
3. Does not deplete the capacity for growth and advancement.
4. Protects the interest of the future.
5. Allows the future to regenerate itself (Coriddi, 2008).

Roles of Education in Sustainable Development and Innovative Educational Management

There are certain responsibilities and roles that only education and educational management practice can bring in for sustainable development to take effect and helping to answer the global question among which are:

1. Encourage the development of knowledge.

2. Encourage the improvement in skill acquisition.
3. Promote understanding in the utilization of local and contextualized resources.
4. Encourage social equity.
5. Encourage economic empowerment.
6. Reorientation on the right attitudes and behaviours towards sustainability and development should be encouraged.
7. Encourage quality decision making and action taking.

Innovative Educational Management Policy Implementation Strategies for Sustainable Development

Without desired and skilled approaches adopted, no matter how relevantly designed educational management policies may be, it could suffer setback because of poor implementation approaches. Therefore for better output, the following would serve great purpose.

1. Disciplined enforcement of policies through a democratic leadership style.
2. Organizing and conducting supervision using clinical approach.
3. Encouragement of qualitative and accessibility of knowledge, skills and competency strength (Asila, 2021).
4. Encouraging technology use in the implementing process to track a greater number of activities for productivity.
5. Conversion of theoretical prescriptions to practical methods and tools to rejig education system.
6. Education managers should encourage teachers to adopt work-based learning and this should be supervised to the later.

Conclusion

Secondary school education like the other levels of education requires innovative educational management practices to be adopted in order to produce desired results which would meet the global question and solve some of the teething problems facing our society and to pursue improved life and better society.

Recommendations

The following are the suggestions are supporting this study:

1. Sch managers (principals should ensure they are able to lead by example in passing on the rules of engagement to the teachers and students for higher productivity

2. School managers should be at the forefront of the drive to using local content to achieve great educational goals and ensuring others around them think global
3. Teachers should be supportive of school managers in encouraging partnership between the communities and the local school
4. Educational stakeholders in each educational locality should be brought into the picture of school management for better management of the school for sustainable development
5. The government should encourage school manager with the request of resources they may need to pursue their goals.

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