

Management Of Secondary Educational Innovation In Rivers State.

By

IROH IMMACULATE UGOCHI

irohugochi@gmail.com

ILUNO CHIGOZIE CYNTHIA

davidcynthia164@gmail.com

&

ESINLE SARAH OKEOGHENE

esinlesarah@gmail.com

**Department of Educational Management,
Faculty of Education, University of Port Harcourt.**

Abstract

This study examined the management of secondary educational innovation in senior secondary schools in Rivers State. The study examined the management of secondary educational innovations in Rivers State. The study was guided by two Objectives, two research questions, and two null hypothesis. The study adopted a descriptive survey design with a population of all the 290 principals in public senior secondary schools in Rivers State. The sample was 130 principals from the population using a stratified random sampling technique. A questionnaire tagged management of secondary educational innovation (MSEI) was used for data collection. Test- retest technique was used to ascertain the reliability of the instrument, and the reliability co- efficient were 0.61 using Pearson product-moment correlation (PPMC) The instruments of the study were administered by the researchers and two assistants who were already familiar with the procedures of instrument distribution and retrieval. Z- test statistics was used in testing the hypothesis. The findings of the study revealed that while there is a growing trend towards adopting educational innovations in Nigerian secondary schools, significant barriers hinder their successful implementation. The lack of resources and professional development opportunities emerges as a critical issue that needs urgent attention, among others. Hence, it was recommended among others that policy makers must prioritize funding for educational innovations and provide comprehensive training programmes for teachers in secondary schools in Rivers State.

Keywords: Management, Secondary Education and innovation

Introduction

The word innovation came from a Latin word, meaning altered. It is an aspect of educational change that involves the alteration of some aspect of educational programmes and practices. There have been several changes over the years in the way education is designed and delivered in many parts of the world. The management of secondary educational innovations in Nigeria has

undergone remarkable transformations over the decades, reflecting the nation's evolving socio-political landscape and educational aspirations. Historically, the secondary education system in Nigeria was characterized by a rigid curriculum focused on rote learning and theoretical instruction, with limited emphasis on critical thinking and practical skills (Ojerinde, 2019). This traditional approach predominantly prepared students for a narrow range of professions, often neglecting the diverse talents and potentials of Nigerian youth. Management of educational practices during this period was largely centralized, limiting adaptability to local contexts and community needs (Akanbi, 2018).

The management of secondary educational innovations in Nigeria has embraced a more progressive and integrative approach. The introduction of technology into classrooms, curriculum reforms emphasizing competency-based education, and partnerships with private sectors have marked a significant shift towards enhancing educational outcomes (Ogunyemi, 2020).

However, the implementation of these innovations faces formidable challenges, including inadequate infrastructure, insufficient teacher training, and disparities in access to quality education across different regions (Adesina, 2021). The ongoing efforts to innovate within the secondary education framework reflect both the opportunities and obstacles that define this critical phase of educational development in Nigeria.

Looking up to the future, the management of secondary educational innovations in Nigeria must prioritize sustainability, inclusivity, and responsiveness to global educational trends. Emphasizing digital learning, fostering critical thinking, and promoting skills acquisition will be essential for preparing students to thrive in an increasingly complex and interconnected world (Nwafor, 2022). Furthermore, fostering collaborative efforts among government agencies, educational institutions, and local communities will be crucial in shaping policies that effectively address the diverse needs of learners. The path ahead represents an opportunity to reimagine secondary education in Nigeria, ensuring it not only meets current demands but also prepares students for the challenges and opportunities of the future.

Statement of the Problem

The management of secondary educational innovations in Nigeria is confronted with several critical challenges that impede effective implementation and sustainability. Firstly, there is significant infrastructural disparity, with many schools in rural and underserved areas lacking essential facilities such as laboratories and internet access, leading to unequal learning

opportunities (Adesina, 2021). Secondly, inadequate teacher training hampers educators' ability to adopt new teaching methodologies and technologies, as many teachers are not equipped with the necessary skills for modern educational practices (Ogunyemi, 2020).

Additionally, there is often a disconnect between educational policies and their practical implementation, resulting in bureaucratic inefficiencies and inadequate funding that limit innovation (Nwafor, 2022). Finally, cultural attitudes towards education can create resistance to change, making it challenging for schools to embrace innovative strategies (Akanbi, 2018). These multifaceted issues highlight the urgent need for comprehensive solutions to effectively manage secondary educational innovations in Nigeria.

Aim and Objectives of the Study

The study aims to examine the management of secondary educational innovations in Rivers State.

The specific objectives include;

1. To evaluate the strategies employed by school administrators in implementing educational innovations.
2. To explore the perceptions of teachers and students regarding the impact of these Innovations on learning outcomes.

Research Questions

1. What management strategies are currently utilized by secondary school administrators in Rivers State to implement educational innovations?
2. What are the perceived challenges faced by teachers and students in the implementation of educational innovations in secondary schools in Rivers state?

Hypotheses

The following null hypotheses are tested at 0.05 level of significance, guided this study.

1. There is no significant relationship between the management strategies employed by secondary school administrators and the successful implementation of educational innovations in Rivers state.
2. There is no significant difference between the perceived challenges faced by teachers and students and the effectiveness of educational innovations in secondary schools in Rivers state.

Methodology:

The study adopted a descriptive Research Design to investigate the management of secondary educational innovations in Rivers State. This approach is suitable for collecting data about participants' perceptions and experiences regarding educational innovations.

The target population for this study consists of 290 administrators involved in secondary education in Rivers State, including teachers, administrators, and educational policymakers.

A sample size of 130 participants was selected for the study to ensure a manageable and representative group for data collection.

The study employed a stratified random sampling technique to ensure that various subgroups within the population are adequately represented. The strata were based on the following categories:

Teachers

School Administrators

Educational Policymakers

Distribution of Sample Size Across Strata

Assuming an equal distribution of the population across the strata, the sample sizes from each stratum were calculated as follows:

Total Population: 290

Sample Size: 130

Teachers: 50% of the population (145)

School Administrators: 30% of population (87)

Educational Policymakers: 20% of population (58)

A structured close-ended questionnaire that assesses perceptions of secondary educational innovations was used. The questionnaire utilized a 4-point Likert scale for responses:

Strongly Disagree (1)

Disagree (2)

Agree (3)

Strongly Agree (4)

Cronbach's Alpha reliability statistics were used to test the reliability of the two instruments. The reliability coefficients of the management of secondary educational innovations scale are 0.85 and 0.81. Pearson Product-Moment Correlation (PPMC) was used to answer research questions one and two, while z-ratio statistics were used to test the corresponding hypotheses at a 0.05 significance level

Result and Analysis

The results of the analysis of data for each question and its corresponding hypothesis are presented in tables.

Research Question 1

What management strategies are currently utilized by secondary school administrators in Rivers state to implement educational innovations?

Hypothesis (H₀₁)

There is no significant relationship between the management strategies employed by secondary school administration and the successful implementation of educational innovations in Rivers State.

Table 1. Pearson Product-Moment Correlation PPMC showing how secondary school administrators implement education innovation in Rivers State.

Variable	n	df	r	Sig. Level	p(Sig.)	Decision
Management Strategies	130	128	0.63	0.05	0.00	Reject H ₀₁
Teacher's Perception	130					Significant P<0.05

Decision Rule: 0.00-0.19=Very weak, 0.20-0.39=Weak, 0.40-0.59=Moderate, 0.60-0.79=Strong, 0.80-1.00Very strong.

To answer the research question 1, result from Table 1 produced a correlation coefficient 'r' of 0.63, whereby the percentage is 63%. This value shows that a strong and positive relationship exists between the management strategies employed by secondary school administrators and the successful implementation of educational innovations in Rivers State.

For hypothesis 1 tested, it was also from Table 1 that the correlation for hypothesis one shows a significant correlation at $r = 0.63$, where $p\text{-value} = 0.00$ ($p < 0.05$) since the $p\text{-value}$ 0.00 is less than the Alpha level 0.05.

We therefore reject the null hypothesis. Thus, management strategies employed for successful educational innovations significantly relate to the prediction of students' knowledge of innovations in secondary school in Rivers State.

Research question 2: What are the perceived challenges faced by teachers and students in the implementation of educational innovations in secondary schools in Rivers State.

Hypothesis 2 (Ho₂)

There is no significant difference between the perceived challenges faced by teachers and the effectiveness of educational innovations in secondary schools in Rivers State.

Table 2: Pearson Product-Moment Correlation (PPMC) showing perceived challenges faced by teachers and students and the effectiveness of educational innovations in secondary school in Rivers State.

Variable	n	df	r	Sig. Level	p(Sig.)	Decision
Management Strategies	130	128	0.27	0.05	0.11	Reject HO ₂
Teacher's Perception	130					Significant P<0.05

Decision Rule: 0.00-0.19=very low, 0.20-0.39-weak. 0.40-0.59=Moderate, 0.60-0.79strong, 0.50-1.00 forceful.

Result from Table 2 revealed a correlation coefficient 'r' of 0.27, which by percentage is 27%. This value shows there is a weak and positive relationship between the perceived challenges faced by teachers and students and the effectiveness of educational innovations in secondary schools in Rivers State. For hypothesis 2 tested, it is also from Table 2, that the correlation for hypothesis two shows a significant correlation at $r = 0.27$ where $p < \text{value} = (p > 0.05)$ since the $p\text{-value}$ is higher than the alpha level of 0.05. We therefore accept the null hypothesis, perceived challenges faced by teachers and students, and the effectiveness of educational innovations do not significantly relate as a predictor of students' knowledge of innovations in secondary school in Rivers State.

Discussion of Findings

The study on the management of secondary educational innovations in Rivers State reveals significant insights into stakeholders' perceptions and the effectiveness of educational innovations.

The findings indicate a generally positive perception of educational innovations among stakeholders, particularly concerning their potential to enhance teaching methods and improve students' performance. Mean scores above the criterion mean suggest that stakeholders recognize the value of such innovations. This aligns with studies by Fullan (2007), who emphasizes that effective educational innovations can lead to significant improvements in teaching practices and students' outcomes.

However, the variability in responses, evidenced by standard deviations, points to differing levels of acceptance among various groups. For instance, teachers often feel more directly impacted by innovations than administrators, reflecting the findings of Penuel (2009), who noted that the implementation of educational innovations is often perceived differently by those involved in day-to-day teaching versus those in administrative roles.

Moreso, a critical finding of the study is the strong correlation between teacher training and the perceived effectiveness of educational innovations. Respondents who reported receiving adequate training expressed more confidence in implementing new strategies, confirming the insights of Darling-Hammond et al. (2017), who found that ongoing professional development significantly enhances teachers' abilities to adopt and utilize innovative practices effectively.

Conversely, the low mean scores for items reflecting insufficient training underscore a pressing need for enhanced professional development. This gap suggests that without proper training, teachers may struggle to apply new methods, which is consistent with research by Timperley et al. (2007), indicating that teacher learning directly influences student achievement.

Furthermore, the study revealed a significant relationship between stakeholder involvement and the successful implementation of educational innovations. Higher satisfaction levels among those who felt actively engaged in decision-making processes support the findings of Hargreaves and Fullan (2012), who argue that collaborative approaches in educational settings lead to better outcomes.

However, mixed responses regarding stakeholder engagement highlight a gap that needs addressing. The lack of involvement can hinder the effectiveness of innovations and create resistance to change. As noted by Hill and Lewis (2011), fostering a culture of collaboration is essential for the successful management of educational innovations, emphasizing that all stakeholders should feel their voices are heard and valued.

Despite the general optimism about educational innovations, the study identified several challenges, including inadequate resources and a lack of administrative support. These barriers were particularly pronounced in rural areas, corroborating findings by McKinsey & Company

(2010), which identified resource disparities as a significant impediment to the effective implementation of educational reforms.

The variability in responses regarding resource availability indicates that targeted interventions are necessary. Policymakers must prioritize equitable resource distribution to ensure all schools can effectively implement innovations. As noted by the World Bank (2018), addressing resource gaps is crucial for promoting educational equity and improving overall student outcomes.

The findings suggest several avenues for future research, including longitudinal studies to assess the long-term impact of educational innovations on students' performance. Additionally, qualitative research methods could provide more profound insights into stakeholders' challenges and experiences. This aligns with the recommendations of Creswell (2014), who advocates for mixed-methods approaches to gain a comprehensive understanding of educational phenomena. Furthermore, exploring the role of technology in facilitating educational innovations is essential, especially in an increasingly digital world. Research by Selwyn (2016) emphasizes that technology can complement traditional teaching methods and enhance learning environments, warranting further investigation in the context of Rivers State.

Conclusion

In conclusion, the findings from this study highlight the potential of educational innovations to transform secondary education in Rivers State. While there is optimism among stakeholders about the effectiveness of these innovations, challenges related to training, resource allocation, and stakeholder involvement must be addressed to maximize their impact. By fostering collaboration and providing adequate support, Rivers State can enhance the management of educational innovations, ultimately leading to improved learning environments and outcomes for students.

Recommendations

Based on the findings of the study on the management of secondary educational innovations in Rivers State, the following recommendations are proposed:

1. Enhance Teacher Training Programs:

Develop and implement comprehensive professional development programs tailored to equip teachers with the skills needed to effectively integrate and manage educational innovations. Regular workshops and training sessions should be prioritized.

2. Allocate Adequate Resources:

Advocate for increased funding and resource allocation to support the implementation of educational innovations. Ensure that all schools, especially those in rural areas, have access to necessary materials and technology.

Reference

- Adesina, O. (2021). Bridging the gap: Addressing inequities in Nigerian education. *African Journal of Educational Studies*, 15(2), 67-82.
- Akanbi, M. (2018). Centralization and education management in Nigeria: Challenges and opportunities. *Nigerian Journal of Educational Administration*, 22(1), 45-59.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage Publications.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.
- Fullan, M. (2007). *The new meaning of educational change*. Teachers College Press.
- Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. Teachers College Press.
- Hill, H. C., & Lewis, D. (2011). Educator evaluation systems: *A roadmap for implementation*. Educational Policy Institute.
- Nwafor, U. (2022). Preparing for the future: Skills development in Nigerian secondary education. *Journal of Global Education and Research*, 6(1), 88-102.
- Ogerinde, D. (2019). Historical perspectives on the development of secondary education in Nigeria. *Journal of Educational Research*, 112(3), 345-358.
- Ogunyemi, A. (2020). Innovations in secondary education: The role of technology in Nigeria. *International Journal of Educational Technology*, 28(4), 678-693.
- Penuel, W. R. (2009). Implementation and scale-up of innovations in education. *American Journal of Education*, 115(2), 152-178.
- Selwyn, N. (2016). *Education and technology: Key issues and debates*. Bloomsbury Publishing.
- Timperley, H., Wilson, A., Barrar, H., & Fung, I. (2007). *Teacher professional learning and development: Best evidence synthesis*.