



Change and Innovations: Its Implications in School Management System in Nigeria

*Igbegiri Dominic Chiosom¹ & David Nneamaka Caroline²

¹National Teacher's Institute, Ahoada Study Centre, Rivers State, Nigeria

²Ignatius Ajuru University of Education, Port-Harcourt Nigeria

Received: 29.09.2021 | Accepted: 09.11.2021 | Published: 26.12.2021

*Corresponding Author: Igbegiri Dominic Chiosom

Abstract

The paper is anchored on change and innovations, its implications in school system in Nigeria. This paper emphasized on the meaning of change and innovation, concept of school management. It is pertinent to note that the topic obviously suggest the essence for effective management, and how change and innovation influences the growth of school management. This implies that school management realizing its aims and objectives, there is need for change and innovation management practices that is geared towards efficiency and effectiveness. This paper further examined the role of school heads in change and innovation, challenges of introducing change and innovation in school management and ways of ensuring positive change and innovation in the school. In the same vein, it is reasonable to know that a workable or functional school management has the need to embrace change and innovation, especially now that the demand in the system is quite increasing in daily basis. Therefore, the paper made some conclusions and recommendations in view of the current realities in school system.

Keywords: Change, management, innovation, implication, school, Nigeria, concept.

Copyright © 2021 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC 4.0) which permits unrestricted use, distribution, and replica in any medium for non-commercial use provided the initial author and supply area unit attributable.

INTRODUCTION

The school is one of the social institutions where education is offered to persons for acquisition of knowledge and character moulding. Agabi, Anyamebo, Orubite, Ezekiel-Hart and Egbezor (2005) opined that school stands out as a special agency, established by society to take responsibility for the formal education of the young ones who are incoming members of the society. There is need for effective management of change and innovation in school, the reason being that, it is geared towards efficiency and effectiveness. Many years ago, that is the past four decades the progressive level of the school system have been static, employees in educational industry have become obsolete, inflexibility in the system. It is against this backdrop, that our educational policies have undergone several revision and modifications in order to make our education more reliable, relevant and functional. That is why it has become imperative and mandatory for every school manager to guide himself in terms of acquiring managerial/skills in managing change and innovation as they manifest. Going by the dynamic nature of the society, government and school heads should see change and innovation as a necessity.

Change and innovation in education are usually in form of adaptation of old ideas and practices to fit new age, new circumstances, new demand and new society. Change is all about the quest or the desire to improve a system. Change cannot manifest in a vacuum, it demand perseverance, stability emotionally and psychologically self-discipline and control on the part of school management and other stakeholders in the system. The school manger in collaboration with his staff must understand and ensure the system does not remain static but changes with the current realities in the educational system. It is obvious that the world today is dynamic and progressive in nature in areas such as science and technology, trade and investment, human and material resources. All these can strive positively when the education system response to the current changes and demand. It is believed that schools are established to serve the society that is, societal needs. That is why one can boldly say that any education system that does not study the dynamic nature of the society and respond to the current demand is bound to collapse.

The essential parts of school management is coordinating the activities of groups and directing the efforts of their members towards the goals and

objectives of the school. It is imperative that schools are managed well, and this can be done by ensuring effective implementation of educational policies and programmes that affect the society directly or indirectly. This can be achieved through the coordination of human and material resources which have direct bearing on the educational system objective. School requires constant change and innovation for improvement. Educational change and innovation involves many aspects like human resources, teaching method and techniques, finance. Change and innovation is a difficult task and it takes a longer process. Finally, in Nigeria, the ready acceptance of change and innovation in the schools could be attributed to the desire of the nation to improve itself and to meet up with scientific and technological development of other countries especially the western countries.

Given the crucial role of change and innovation in school system, the paper aimed at explaining the concept of change and innovation, the concept of school management, why school management insist on change and innovation, identify some factors influencing change and innovation in school management, challenges of introducing change and innovation and ways of ensuring positive change and innovation in school management.

The concept of change and Innovation

Change and innovation seems to be a difficult task to many actors or stakeholders in the field of education. This is because; the process of change and innovation is a complex one. It is a hard and long-term process. It is perceived as being problematic because of the nature of the knowledge, skills and attitudes of those involved and the way that these are expressed in action. However, change and innovation are mostly used interchangeably, depending on the circumstances applied. Most writers often use the two concepts to mean the same especially in the practical approach. Change sometime can be described as the adoption of innovation. This means that changes brings about innovation. Change is a process of learning new ideas and things. Changes are imposed from outside or motivated by internal pressure. The outside pressures are the development that occurred or have occurred in different places which may have direct or indirect impact to the system and as a result the people in the system get challenged to meet or catch up with the current development.

Change therefore becomes part of the reality we must accept in order to migrate to next level. It is a holistic and very important in school organization that wants to remain effective and relevant. Change is the manifestation of something different from what has been in existence. It may also refer to as to make different from what used to be. It is an alteration in the existing trend in educational policy. Sometime these alterations could be negative or positive. The positive

here connotes improvement in the system while negative connotes deterioration in the existing trends. Ariguzo (2015) explained that change is removal of obstacles and letting go of old habits that hinders success and growth. This implies that change is all about newness in the system that brings about improvement. In the school system, management of change is the core activity in realizing school goal and objectives, while implementation is the practical or physical process of delivering an innovation. Change is ongoing process of delivering an innovation. Education changes sometime depend on what school manager to teachers think and do. Managing change in school system is collaborative responsibility of the entire staff in the school system though the school manager spares head the process. Change can be permanent and temporal, permanent here connotes a situation where it is impossible to reverse to the old phenomenon or practice while temporal here means a situation where it is possible to reverse to the old phenomenon or practices.

Albenese in Ariguzo (2015) posits that change can be planned or unplanned. Unplanned change is usually spontaneous while planned change is a deliberate and purposeful attempt initiated by an organization to ensure effectiveness through the application of knowledge based change efforts. She further explained that planned change tries to improve an organizational performance over a long period.

Characteristics of planned change include:

- It is deliberate
- It is objectives
- It is systematic
- It is future oriented
- Result oriented

Whether the change is planned or unplanned, school manager must manage change effectively. Management of change should entail proper planning, implementation and involvement of people affected by the changes.

Educational innovations are specific changes or alterations in education that are initiated to facilitate the achievement of some defined pre-determined goals (Ariguzo, 2015). Innovation is also seen as a process of making modification (changes) or something introduced by introducing something new. Agabi (2002) maintained that educational innovation is a type of educational change that seeks the improvement in the existing status quo. This implies that we can refer this as positives change. Innovation is narrower in scope. Both change and innovation are geared towards achieving the predetermine objectives of the educational system. Educational innovation can be acceptable when they are seen to be compactable or in line with existing practice or phenomenon.

The Concept of School Management

School is a system that is made up of a well-defined system of rules and regulations that govern official decision and other activities (Okai 2013). This implies that school has to do with the development of impersonal orientation with regard to official duties and with the regard to the structure; it explains the official relationship that exist between the different members of the school system. School management is an important part of any educational system. School managers are continuously engaged in various activities to efficiently manage school functions to bring about the realization of school objectives. Effective school manager promote collaborative cultures that is coordinating people (Teacher) to ensure effective school management. School management is the process of getting things done effectively to achieve school objectives. Naylor in Ololube (2013) explained that management is the process of achieving organizational objectives within a changing environment by balancing efficiency, effectiveness and equity, obtaining the most from limited resources and working with and through other people. School management entails co-ordination of human and material resources to achieve desired goals and objectives in the school. Management is a tool for the realization of human goals. The effective use of resources is facilitated by the school managers. School managers can be considered as a basic resource, the most scarce resources and most precious resources in the educational institutions.

Educational system is very much demanding of the managerial, technical and financial capacity of governments and therefore education in various ways becomes too complex in the realization of its objectives. Owen (2004:406) explain that “ We will not have better schools without better teachers, but we will not have better teachers without better schools in which teachers can learn, practice and develop”. This implies that in management of schools, both human and material resource that have direct positive impact must be put in place and manage very well in the pursuit of the school predetermined objectives, that is why Ololube (2013:9) maintained that management of school involves the activities of the aggregate of function and technique of management on the one hand and heterogeneous knowledge, science and technology of a pragmatic nature on the other, all aimed at effective decision-making and problems-solving. This implies that school heads should live up to expectation and be abreast with the current demand and realities in educational system to enable them understand and appreciate the essence of change and innovation in school management.

Without change and innovation in management of school, the system becomes static and unprogressive.

Importance of Change and Innovation in School Management

Successful educational institution understands that both change and innovation are required to satisfy their utmost desire for achieving goals and objectives as in line with current educational demand. A school organization needs to constantly innovate to succeed. Obviously, change and innovation play an extremely important role in school management.

Some importance of change and innovation in school management include:

- Encourages staff initiative
- Improvement on the standard of the system
- Future trend
- Outside school factors
- Inside school factors

Encourages staff Initiative: Change and innovation in the school management encourages employee initiative by allowing staff a more active role in problem-solving. It leads to the pro-activeness of the staff in bringing positive initiation to match or catch up the current realities of education. Change and innovation in the school system, gingers staff members to be more creative by introducing new idea which may lead to the realization of the school objectives as well as their personal goals. Ijaduola, Odunaike and Ajayi (2012) explain, that an educational administrator would always appreciate new programmes that will improve teaching and learning situation to be introduced in the school.

Improvement on the Standard of the System: The primary aim of educational change and innovation is to improve the standard of school system. That is why Fadepe and Adepoju (2009) maintained that change and innovation are pre-requisit for proper recording of growth and development in education. Ensuring quality is the key goal of basic education in Nigeria. Quality in education remains one of the radiating concepts that is fundamental and crucial. This is because, every educational system in a country strive towards quality. In support of this view. Onyenike (2010) opined that quality is at the heart of education, a fundamental determinant of enrolment, retention and achievement. Credaro (2006) explains that change and innovation can be interpreted as the need to update practices in keeping with the findings of international research and to continually confirm to national trend. This implies that these practices could be innovation and changes in educational content, objectives, methodology and management. The standard of the school system is falling and becoming obsolete, not being useful with regards to the current demand in education. It becomes imperative for educational change and innovation in the system. Educational change and innovation is found useful in these circumstances.

Future Trend: Any educational system that is not futuristic, it cannot stand the test of time. This implies that every educational system must plan towards the future occurrence. This means that to cope with the future demand, educational change and innovation must be an utmost importance to school management.

Change and innovation is future oriented. It is a clear indication that what necessitated educational change and innovation is improvement upon the old ones or addition to meet the demands of the changing society with fast scientific and technological drive. Therefore, change and innovation must talk about what are to take place in future educationally, anticipate future development which needs to be explained. It is against this backdrop that Orika (2007) explains that the societies are always consistently motivated by desire to change for better.

Outside school Factor: This has to do with factors emanating from inside school that have overwhelming pressures or impact and have direct bearing to curriculum reform. Yanxia (2008) explains that alteration in staff students relationship from teacher-centered to student-centered create the need for modification of teaching practices, policies and procedures.

Inside School Factors: This has to do with factors emanating from inside school that have overwhelming pressures or impact and have direct bearing to curriculum reform. Yanxia (2008) explains that alteration in staff students relationship from teacher-centered to student-centered create the need for modification of teaching practices, policies and procedures.

Role of School Head in the Management of Change and Innovation

In the school system, principals or head teachers have some prominent role to play in ensuring effective management of change and innovation. Better schools management in Ariguzo (2015) identified the roles of head teachers as follows:

- Recognize the need to change-starting with yourself.
- Diagnose current reality by taking stock of where we are today and where We would like to be tomorrow after the change.
- Mobilize commitments to the change amongst those who will be affected by the change in your school.
- Draw up plans to get there by taking decisions as to appropriate course of action, implementing plans, monitoring results and giving feedback to the major actors and beneficiaries involved.

Ariguzo (2015) explains that managing change essentially means taking control of and shaping the direction by influencing in some way the outcome of change. She further explained that managing change involves planning to take action on change.

Principles of Change

There are some principals of change that offer the school head an idea in knowledge as to what to do or

fashion out under changing circumstances. Ukeje, Okorie and Nwagbara in Ariguzo (2015) identified three principals of change, which include:

- Adaptability
- Flexibility
- Stability

Adaptability: Adaptability is the ability or willingness of the system to change in order to suit the current demand time in the educational system. Adaptability is an important feature in an ever changing school system. It is a feature of a system or of a process. The school head should possess the adaptability skills to enable him to appreciate for change and innovation in the school. It will enable the school head be able to adjust to new circumstances or conditions. The ability to adapt is a great quality to have if you are a teacher in the school. However, the school head must have a good reason for any change. Politics, rules and regulations should be under constant review to effect positive change. This principle is not in line with conservatism, it calls for reactivity or creativity.

Flexibility: This concept can be seen as the ability to change or be changed easily according to the prevailing circumstances. This principle sometime allows for better performance when administering school. It demands that acceptable practice should be adjusted to fit local condition.

Stability: Stability connotes balance, steadiness, fastness, security, safety, rationality, durability and reliability. Stability in school implies gradual and systematic change in educational system. This principle maintained that certain things that are good in the past should be preserved and the process should involve accessing the advantages of the new, checking the by-products and the repercussions that may occur before we make the modifications.

Sources of Educational Change and Innovation

The followings are three main sources of educational change and innovation:

- **Government**
- **Society**
- **Notable Individuals**

Government: Change and innovation can emanate from government either at the local, state or federal government levels. The tiers of government themselves can create or initiate changes in the educational system. Government through the auspices of federal and state ministries of education, schools board can come up with ideas that can result to change in the system. For example mode of recruitment, promotion and transfer of teachers, curriculum alteration, discharge or allotting of duties in the school organizational structure, this has to do with seeking to change the way work gets done by changing the basic skeletal structure like school organizational charts, procedures and rule of the system.

Society: It is believed that school is a social system. That is, it has properties and purpose over and above its parts and relationship. The school is closely linked to its environment and therefore it is affected by the society (parents, community, organization, mass media, the church, the textbook industry etc. and alter autonomous groups in the school system). Ololube (2013) explained that schools as open system exchange matter and information with their environment. In other words, inputs from the society (parents, community, organization, church, mass media, textbook industry

and other notable autonomous groups) can result in changes and innovation in its system.

Notable Individuals: Ariguzo (2015) opined that there are internal and external participant as agents involved in change. That the individuals under internal participants and those directly concerned with education and they include; students, principals, directors, inspectors, supervisors, etc., and she further explained that external participants are those who extend indirect influence such as non-educationist like members of executive, house of assembly, senators and parents, etc.

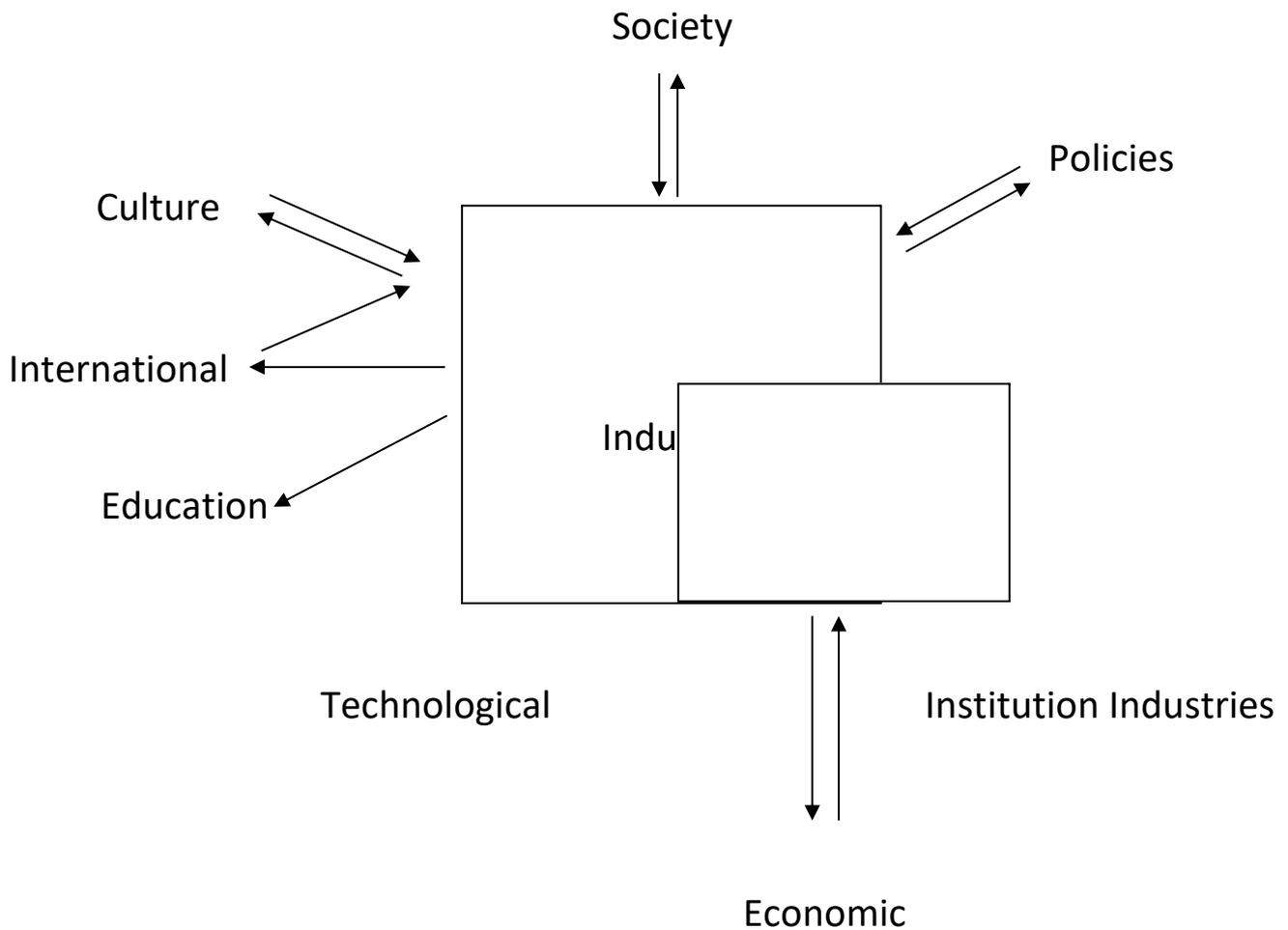


Figure-1.1: Shows the factors in the environment bringing about change

Source: Oluwalola K.F. (2015)

Levels of Change in School system

There are three major levels of change in the educational system. They include:

- Systemic change
- Whole school
- At classroom level

Systemic change: First, school is an intentional place established to assemble people for the purpose of education and training (Ololube 2013). Then school as a system is made up of elements, subunits and subsystems that are connected or interrelated within relatively stable patterns of social order and is distinguished from its environment by a clearly defined

boundary (Longress, 2000). This systemic change in a school system connotes modifications in class size, teaching periods, teaching methods, student enrolment in the school system (high or low), students or pupils exercising their right of choice, school organizational renewal and viability are very important for all categories of school.

Whole School: Lincoln Oluwalola K.F. (2015) states that a whole school approach is necessary with the need for standard decision-making and collaborative practices being paramount. In the school, school administrator determines the types or mode of changes that are likely to manifest and the success of their implementation and improvements to learning outcomes.

At classroom level: Fullan et al (1990) explained that this approach is a catalyst for innovation, linking classroom practice to school improvement. Teachers individually are in better or right position to trigger innovation practices and process. This implies that, classroom teachers at their various levels of class, can create change and innovation that will bring about improvement in the school system.

Approaches to Change in School system

Management of change is geared towards achieving educational goals and objectives. The school administrator is at the helm of affairs in managing change. He is in-charge of developing planned approach to change. Umoren (1992) identified three approaches to change in an organization. They include:

- Structural approaches
- Technological approaches
- People oriented approaches

Structural Approaches: This has to do with facilitating structures of work units and their relationships, reorganizing the people to perform the organizational tasks. People must dispense energy for the implementation of the policy (change) of the organization. These approaches intend to change the way works get done by modifying the basic skeletal structure like school organizations charts, procedures and the rule of the system.

Technological Approaches: This has to do with seeking change through the application of advanced and sophisticated systems, automated machinery, planning-programming budgeting systems and computer application are among the techniques of those who would change and improve the school system by improving its level of technology. Technology can aid in upgrade the quality and increase the quantity of output. For instance, the application or use of computer and internet in delivering teaching and learning will help in widening knowledge, understand and grasp faster.

People Oriented Approaches: This has to do with staff training and development. Ifidon (2000) explained that training is an organized and coordinated development

of knowledge, skills and attitude needed by an individual to master a given situation or perform certain task within an organizational setting. Cray (2003) also remarked that training simply refers to process that develops and improves skills related to performance. Bloom and Naylor (2003) also noted that a training programme should include those who are promoted to higher-level jobs and the periodic re-training of present employees by means of refresher courses. According to Onah (2008) that on the job or retraining is essentially the function of a school administrator or supervisor. Staff development on the other hand is another component of human resource management that does not only enable staff or teachers to become effective in carrying our change effectively that will gear toward improving the school system but also efficient. Cole (2002) maintained that staff development is any which is learning activity which is directed towards further need rather than present needs and which is concerned more with career growth than immediate performance. It is believed that a well-integrated and qualified staff of an organization such as school can better come to grips with the necessities of change.

Stages of Change in the School System

Of a truth, change in a school system has several process or stages before becoming functional. These stages are as follows:

- o Recognizing area of improvement
- o Searching for ideas
- o Evaluate the ideas
- o Selection action
- o Change implementation
- o Evaluation

Recognizing Area of Improvement: This is the first or initial step in the processes of change. Change cannot be made without recognizing area of improvement that exists in a school system. For example, a school administrator may notice or observe mass failure in Mathematics and English, poor instructional materials. The school head should identify the problem and initiate change that can be made in them for the achievement of school goals and objectives.

Searching for Ideals: This is the second step, it involve searching for what to do to improve upon. The school head through the collaboration of other staff search for the best ideas (alternative) to form the basis for change as in preparing solution to any school challenges confronting the administration.

Evaluate the Ideas: This is the third step, the school head assessing the consequences of the ideas by collating data about each of the ideas. Once the ideas have been compared and evaluated and that will lead to choosing the best among them as to ensure better change and innovation.

Selection Action: This is the fourth step; it has to do with taking stand on the best ideas. It means that the

best ideas is chosen and stick to in terms of its effectiveness.

Change Implementation: This is the fifth step. It has to do with executing the change initiated. The school head at this stage will ensure the change is been implemented. In this regard, the school head will assign duties and responsibilities to his subordinates to carryout proper implementation of the change initiated. At this stage, the changes are given meanings.

Evaluation: This is the follow up to the change implemented. The change initiators would want to find out the extent, this change initiated has answered the prevailing questions. This has to with if the change has really achieved the goals and objectives of the school system and by so doing monitoring the results.

Challenges to Change and Innovation in School System

In the school system when change and innovation is introduced, it is more often a difficult task to accomplish. Therefore, some challenges to change and innovations are as follows:

- Inadequate communication network
- Lack of proper monitory process dynamic
- Insensitivity
- Problem of acknowledging change as a process
- Lack of will to implement new ideas
- Financial constraints
- Shortage of adequate manpower
- Inadequate clear objectives

Inadequate Communication Network: This is when there is no openness in communication in a school system. Openness in communication is a necessary component of collaborative problem-solving. Communication helps stakeholders in a school system explore their thinking, feelings, needs or attitudes. Such question can include, where are we in the change process? What has change so far? And where are we headed?

Lack of proper monitory process dynamics: The lack of monitory process dynamics posed challenges to the process of change in school system. This implies that the constant interplay between the various tensions within the change must be monitored and appropriate adjustment must be made. Evaluation begins with the original assessment of the need and readiness to change. When this is absent, it means change cannot stand the test of time.

Insensitivity: This has to do with lack of sensitivity on the roles of individuals in the school system. When the school head underline the value of stakeholders in the process of change. This can hamper the change process.

The problem of acknowledging change as a process: The problem of acknowledging change as a process has resulted in not accomplishing the task involved in change in a school system. Change is not an isolated event, but a series of stages that requires time. process

of change is usually lengthy and may take years from goal-getting to be stable in an establishment or organization. Sat-back, resistance and conflicts can set in and this can obstruct positive change process.

Lack of will to implement new ideas: This lack of will to implement new ideas can be seen as an obstacle to change. Ideas do no implement themselves and when they cannot be translated into concrete action they become useless. The issue of not having the will power, implies that the person (human resources) who are supposed to execute the new ideas have no the required ability and capability to carry out the task.

Financial constraint: This has to do with inadequacy of funds to carry out the task involved in initiating and implementing changes in the school system. Most time, change process suffers set back as a result of insufficient funds.

Shortage of Adequate manpower: This has to do with insufficient personnel to actually implement the change. At times, change can be initiated and approved. The question is that who are the personnel to carry out the change to reflect the really? A situation where the personnel, are inadequate, change will grossly suffer setback.

Inadequate Objectives: This means that when there are no clear objectives set, as in the reason why a change should be initiated. No concrete objectives to guide the change process. This aspect is critical and important because if anything goes wrong later in the change process, the school head will be able to return to the agenda and refocus.

Ways of Ensuring Positive Change and Innovation in School Management.

To ensure effective change and innovation in school system, the following factors may be considered:

- Set concrete goals and objectives
- Government and stakeholders commitment
- Effective communication
- Follow up
- Show sensitivity

Set Concrete Goals and Objectives: These should be an agreed up goals and objectives that will form the topmost agenda. The essence of this is that if anything goes wrong later in the change process, the school head and other stakeholders will be able to return to the agenda and re-strategize and focus their efforts to the pre-determined objectives set aside.

Government and Stakeholders Commitment: Government and stakeholders must be active and focus directly on helping participants understand the innovation being tried providing a variety of opportunities for both individuals and groups to contribute meaningfully. Creating a mechanism that provide them with genuine duty and responsibility or else change efforts will become incoherent.

Effective Communication: Openness in communication is a necessary ingredient of problem solving or averting impending problems coming from change process, such as where are we in change process? What has changed so far? Where are we heading to?

Follow Up: The presence of follow up has highlighted the effective nature of some educational change and innovation. When effective follow up (monitoring) is put in place, the deficiencies of implementation would not arise. To achieve effective change and innovation in school system in Nigeria requires ensuring that the above factors are properly put in shape to enhance change and innovation in the system.

Show sensitivity: This means that the school head must show some sensitivity or be sensitive to the individual (stakeholders) who are concerned and have the legitimate role to play in ensuring that change and innovation it carried to the end. Their opinion should be inculcated into the process of change and also ensure that the change and innovation does not affect them negatively.

CONCLUSION

It is a gainsaying that change and innovation in the school system in Nigeria is a fulcrum where sustainability and stability of effective school system revolves. The reason is that, without change and innovation a system especially in the education industry cannot be said to be alive and respond to the current demand and trend in education. We all know that, the world is dynamic, every other things that has to do with development in all aspect is a function of effective change and innovation. And that any industry that refuses to respond to the dynamism especially in the education sector is bound not to stand the test of time.

Therefore, change and innovation in a system is inevitable. The study so far explained that change can occur in levels, the system, whole school, and at classroom level. The school head have roles to play in ensuring effective change and innovation. That every functional school management has the need to embrace change and innovation, most especially now that the demand in the system is quite increasing in daily basis.

Suggestions

The following suggestions are made:

- Government through the auspices of the ministries of education and any educational agencies should sincerely fund the change process.
- Change and innovation should be targeted at the overall goals and objectives of education not specific or at the good of the few wealthy persons. It should be holistic that is, all inclusive.
- Government should appoint qualified persons in

the field of education to head educational institution.

- Government should provide a conducive atmosphere that will help to reduce resistance to implementation of change and innovations.
- School heads and other stakeholders should prepare the mindset of the people that will be affected.
- Government should put in place structures and necessary resources and infrastructure that will help accelerate change and innovation.

REFERENCES

1. Ariguo, G.O. (2015). Educational Change and Innovation in Juliet O. Ajuonuma, Juliana D. Asodike and Ruth O. Anyaogu. Issues and trends in change and innovation in Nigeria Educational system, Port Harcourt: Pearl Publishers international.
2. Agabi, O.G. (2002). Introduction to Management of Change in Education: A book of Readings. O.G. Agabi and N.C. Okorie, (Eds). Port Harcourt. Pam Unique Publishing.
3. Crag, C. (2003). A hand book of training programme for tertiary institution Liverpool: Atlanta press. Inc.
4. Cole, G.A. (2002). Personnel and Human Resources Management (5th ed.) London: Continim.
5. Credo, A. (2006). Innovation and Change in Education. Warrior Librarian. Retrieved From <http://www.warriorlibrarian.com/library/innovate.html>.
6. Fadipe, J.O. & Adepoju, J. L. (2008). Change and Innovation process in Formal organization. In J.B. Babalola & A.O. Ayeni (Eds.) Educational management: Theories and tasks. Yaba, Lagos; Macmillan Nigeria Publishers.
7. Ifidon, S.E. (2000). Essentials of Management for African University Libraries. Lagos: Library services.
8. Longress, J.E. (2000). Human Behaviour in the Social Environment. 3rd Edition New York: peacock Inc.
9. Okai N.O. (2013). Educational Administration: Theory and Practice. Port Harcourt Stepson Printing.
10. Ololube, P.N. (2013). Educational Management, Planning and Supervision: Models for Effective Implementation. Owerri. Springfield Publishers.
11. Okoroma, N.S. (2016). Perspectives of Educational Management Planning and Policy Analysis 3rd Edition. Port Harcourt Minism Publishers.
12. Onah, F.O. (2008). Human Resource Management (2nd ed) Enugu: John Jacobs Classic Publishers.

CITATION: Igbegiri Dominic Chiosom, & David Nneamaka Caroline. (2021). Change and Innovations: Its Implications in School Management System in Nigeria. Global Journal of Research in Humanities & Cultural Studies, 1(1), 16–23.