



MANAGEMENT OF ORGANIZATIONAL INNOVATIONS IN PUBLIC SENIOR SECONDARY SCHOOLS IN PORT – HARCOURT METROPOLIS



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Abstract

This study investigates management of organizational innovations in public senior secondary schools in Port – Harcourt Metropolis. The design adopted for the study was descriptive survey design while the population comprised of 2,000 respondents (secondary school administrators and teachers) in public senior secondary in Port Harcourt Metropolis. The sample size was 333 while the instrument used for the study was a 14 self -structured questionnaire titled “Management of Organizational Innovations in Public Senior Secondary Schools in Port -Harcourt Metropolis Questionnaire” (MOIPSSSPHQ). The questionnaire adopted a 4- point Likert rating scale of strongly Agreed -strongly Disagreed. The instrument was duly validated by experts and a reliability index of 0.84 was established using Cronbach alpha. A criterion Mean of 2.50 was used as a cut-off mark while mean and standard deviation were used to answer the research questions. A t- test inferential statistics was used in testing all null hypotheses at 0.05 level significance. Statistical analysis was done using the statistical package for social science, SPSS version 23. Findings from the study revealed that service innovations, process innovations, incremental innovations, open innovation, sustainable innovations, social innovations and digital innovations were the various types of innovations in schools. The study also found out that lack of training, unreliable power supply, inadequate funding, resistance to change, lack of clear goals, fear of computer usage and so on were the challenges faced in the implementation of organizational innovations in public senior secondary schools in Port Harcourt Metropolis. The study recommended amongst all others that school administrators should adopt structured innovation management strategies to ensure the effective implementation and sustainability of organizational innovations and that educational stakeholders should address the identified challenges to enhance efficiency and effectiveness within the school system.

Keywords: Innovation, Management, Organizational Innovations, Public Senior Secondary School.

Introduction

Education is seen as a propeller to national development. No wonder most individuals see it as the key that unlocks the path to a country’s greatness as well as the cornerstone of personal and societal development. It empowers individuals with critical thinking abilities, inspires novelty and instills the right values that brings about positive change in the society. With the new trends in the society, so many changes and innovations are creeping into the various sectors of the economy of which the educational systems are not left out. This rapid transformation in the educational system globally has lead to incessant innovations in school system especially in the area of administration and management



of the school system. Organizational innovations in education involve the espousal of new administrative strategies, leadership models, and operational processes to enhance efficiency, effectiveness, and sustainability in schools (Fullan, 2020). Public senior secondary schools, being vital in shaping the academic lives of students as well as their professional routes, requires effective management approaches to keep pace with the evolving demands of the 21st-century educational system. The successful management of educational institutions relies on the competence of institutional administrators, including their qualifications, experience, and professional exposure (Akpan 2015)

In Port Harcourt Metropolis, these schools face numerous administrative challenges, including inadequate resources, bureaucratic inefficiencies, and resistance to change, making the study of organizational innovations in their management imperative. Therefore, education systems should be structured to promote innovation through all-inclusive approach, positioning themselves as leaders in innovation. Core values like problem-solving, entrepreneurship, and creativity, which are integral to modern educational philosophies, can only be realized by cultivating an innovative school spirit (Gol & Bulbul 2012). No wonder Esef (2016), affirmed that to foster an innovative school spirit, effective innovation management is essential. Additionally, Douglas et al. (2016) state that effectively managing innovations significantly enhances employee performance within an organization. Furthermore, it is well known that an administrator's behavior plays a crucial role in achieving organizational goals (Argon & Dileku, 2012).

Aim and objectives of the Study

The aim of this study was to investigate management of organizational innovations in public senior secondary schools within Port Harcourt Metropolis. Specifically, the study identified the types of organizational innovations implemented in public senior secondary schools in Port Harcourt Metropolis. Identified the challenges faced in the implementation and management of organizational innovations in public senior secondary schools in Port Harcourt Metropolis.

Research Questions

What are the types of organizational innovations implemented in public senior secondary schools in Port Harcourt Metropolis?

What are the challenges faced in the implementation of organizational innovations in public senior secondary schools in Port Harcourt Metropolis?

Hypotheses

There is no significant difference in the mean scores of male and female respondents on the types of organizational innovations implemented in public senior secondary schools in Port Harcourt Metropolis. There is no significant difference in the mean scores of male and female respondents on the challenges faced in the implementation of organizational innovations in public senior secondary schools in Port Harcourt Metropolis.

Statement of the Problem

It's absolutely unfortunate that despite the fast-changing experienced in our societies today, public senior secondary schools in Port Harcourt Metropolis still struggles to keep up with the demands of novel education. So many of these schools are still burdened by outdated systems, insufficient resources, and various inefficiencies that make it hard to provide quality education. At a time when innovation has become a driving force for progress in education, these schools face challenges in adopting and managing organizational changes that could enhance their productivity and performance.

Despite the proven benefits of innovations like digital learning tools, participatory leadership, and data-driven decision-making, their application in public schools within this region remains patchy and inconsistent. Limited funding, lack of infrastructure, and resistance to change among staff and stakeholders are just a few of the obstacles standing in the way. Without proper management of these innovations, the schools risk falling behind, leaving students unprepared for the competitive and



technology-driven world they will face. This and other issues prompted the researcher to investigate management of organizational innovations in public senior secondary schools in Port Harcourt Metropolis.

Theoretical Framework

Resource-Based View (RBV) theory was propounded by Jay Barney (1991). This theory states that a firm's ability to achieve and sustain a competitive advantage lies in its unique resources and capabilities. These resources must meet the following criteria; valuable, rare, inimitable and organized often summarized as (VRIO)

The RBV emphasizes that an organization's unique resources and capabilities are key to achieving success. In the situation of public senior secondary schools in Port Harcourt Metropolis, the theory suggests that schools should identify major resources, use these resources effectively, address barriers, and evaluate impact.

Conceptual Framework

The Concept of Innovation

Innovation is a deliberate, structured, and risk-taking approach to change within organizations, including workplaces and educational institutions, aimed at enhancing efficiency and boosting productivity. It involves the introduction of new ideas, methods, strategies, and techniques to improve both the internal and external effectiveness of a system. In the context of school administration, innovation emerges as a response to technological advancements, fostering creative and progressive practices worldwide. Essentially, innovation is the strategic application of ideas, technology, and processes in novel ways to gain a competitive edge—whether through improved productivity, job performance, services, or commitment. No wonder Uchendu (2015) defined innovation as a process in which new programs or practices are implemented to replace outdated or ineffective ones, ensuring continuous improvement and relevance.

For Jain (2023), Innovation is the process of introducing new ideas, methods, products, services, or solutions that create meaningful value and drive positive change. It's about turning creative concepts into practical results that enhance efficiency, effectiveness, or solve unmet needs. Organizational Innovations in Education

Organizational innovations in education refer to new or significantly improved administrative processes, policies, and structures aimed at improving school governance and academic performance (Mulford, 2018). These innovations can include digital transformation, decentralized decision-making, participatory leadership, and strategic resource allocation. According to Akomolafe and Adesua (2016), effective school management requires innovative strategies that foster collaboration, transparency, and accountability. By integrating technological advancements and modern leadership models, school administrators can create dynamic learning environments that enhance student achievement and teacher performance.

In the context of public senior secondary schools, organizational innovations may involve restructuring administrative frameworks, adopting performance-based evaluation systems, and implementing community engagement initiatives which could enhance efficiency and effectiveness in the school system irrespective of the challenges noticed in the school system. Research by Oduro and MacBeath (2019) highlights the role of leadership in driving educational change, emphasizing that innovative school management practices lead to improved institutional efficiency and student outcomes. Therefore, exploring the management of these innovations in Port Harcourt Metropolis is critical to understanding their impact on educational development.



Types of Innovation

Innovation in school management can take various forms, each playing a vital role in improving efficiency and effectiveness in the school system. It is on this note that Uchendu, (2015) mentioned the following as the different types of innovation in schools of which public senior secondary schools in Port Harcourt metropolis are not left out.

These innovations include:

Service Innovation – This involves introducing new services that enhance school management practices. For example, implementing e-payment systems for staff salaries and enabling students in higher institutions to pay school fees online.

Process Innovation – This focuses on improving service delivery by reducing costs and enhancing quality. Examples in school management include adopting new teaching methods, conducting computer-based examinations, and integrating ICT tools into teaching and learning.

Marketing Innovation – This type of innovation involves adopting new marketing strategies, such as redesigning educational programs, using innovative promotional techniques, or adjusting tuition pricing to attract more students.

Organizational Innovation – This involves implementing new management practices to improve efficiency, communication, and job satisfaction. For example, reducing administrative bottlenecks to foster a more productive and motivated workforce.

Other Types of Innovation

Incremental Innovation – A step-by-step improvement of existing knowledge and processes within an institution. This type of innovation involves small but continuous enhancements in service delivery, teaching methods, or administrative processes. It is typically planned and executed collaboratively by school administrators and staff.

Radical Innovation – This involves significant and transformative changes in services or processes within the school system. Radical innovations often stem from extensive research and development, leading to groundbreaking improvements in education and administration. (Akpan 2016)

On this note, Jain (2023) mentioned that Innovation comes in many forms and each serving a unique purpose and offering distinct advantages. Jain (2023) went further to mention the various types of innovations to include:

1. **Product Innovation:** This involves creating new products or improving existing ones to meet changing market demands and customer needs. It includes enhancements in design, performance, functionality, and user experience.
2. **Process Innovation:** Process innovation focuses on improving internal workflows, systems, and technologies to increase efficiency, reduce costs, and enhance overall operations. It helps the school system to stay competitive and agile.
3. **Business Model Innovation:** This type of innovation reimagines how a system creates, delivers, and captures value. It involves exploring new revenue streams, cost structures, and students' engagement strategies to improve teaching and learning.
4. **Service Innovation:** Service innovation enhances customer experiences by introducing new service delivery methods, personalization options, and improved accessibility. The goal is to exceed customer expectations and build brand loyalty.
5. **Incremental Innovation:** Incremental innovation focuses on making small but continuous improvements to existing products, services, or processes. It ensures sustained relevance by enhancing quality, efficiency, and students' satisfaction over time.
6. **Disruptive Innovation:** This type of innovation introduces game-changing solutions that challenge established school norms. Often starting in niche markets, disruptive innovation gradually replaces existing products or services by meeting unmet customer needs in revolutionary ways so, the school systems are inclusive .



7. **Open Innovation:** Open innovation leverages external collaboration—such as partnerships with customers, suppliers, and research institutions—to develop new solutions. This approach accelerates innovation cycles and fosters industry leadership.
8. **Sustainable Innovation:** Sustainable innovation focuses on developing eco-friendly products, services, and business models that minimize environmental impact and promote social responsibility. It addresses global challenges like climate change and resource conservation.
9. **Social Innovation:** Social innovation aims to solve societal challenges through new products, services, or approaches that improve community well-being, promote inclusivity, and drive positive change. It supports ethical business practices and sustainable development.
10. **Digital Innovation:** This form of innovation harnesses digital technologies like artificial intelligence (AI), the Internet of Things (IoT), and blockchain to revolutionize products, services, and business operations. It enhances efficiency, data-driven decision-making, and digital transformation.
11. **Technology Innovation:** Technology innovation drives advancements in scientific and technological fields—such as biotechnology, renewable energy, and automation—to tackle global challenges and improve everyday life.
12. **Computing Innovation:** Computing innovation fuels breakthroughs in IT systems, software development, and cybersecurity. It enables new capabilities, strengthens data protection, and drives digital progress across industries.

It should be of note that each type of innovation provides institutions with strategic environmental openings to develop and bloom in a fast-changing world. When schools integrating these various innovations, they tend to drive sustainable growth, enhance teaching and learning, and maintain a competitive edge with other schools.

Rationale for Implementing Innovative Practices in School Administration

Akpan (2016) affirmed that innovative practices in education are essential for several reasons, including:

- Enhancing the overall standard of schools
- Meeting the expectations and aspirations of society and stakeholders
- Aligning with global trends and best practices
- Improving the quality of teaching, learning outcomes, and overall education
- Fostering creativity and a drive for continuous improvement

Challenges in Implementing Innovations in School Administration

Limited Funding: Financial constraints remain one of the most significant barriers to the implementation of organizational innovations in public schools. Many schools in Port Harcourt Metropolis rely heavily on government allocations that are often insufficient to cover the costs of acquiring modern infrastructure, training staff, or maintaining innovation-related programs. No wonder Adebayo and Adedokun (2023) affirmed that inadequate funding prevents schools from adopting advanced digital technologies and developing effective training workshops for teachers, leaving students with suboptimal learning experiences.

Change to Resistance: Resistance from stakeholders of education is a common challenge when implementing new methods of doing things. Studies show that resistance often arises from a lack of awareness, inadequate training, or failure to engage stakeholders during the planning stages of innovation (Okoroafor et al., 2023).

Lack of Infrastructure: So many public secondary schools in Port Harcourt Metropolis, experience infrastructure deficits due to insufficient funding and poor maintenance practices from both the government and private entities (Edeh et al., 2023).

Unsatisfactory Professional Development: Effective innovation management requires skilled personnel who understand and can utilize new methods and technologies. However, the absence of consistent training programs for teachers and staff limits their ability to adapt to new practices. Studies



indicate that insufficient professional development leads to underutilization of available resources and a lack of confidence in implementing innovations (Shibiru & Bekele, 2024).

Poor Leadership and Vision: Leadership plays important role in driving and sustaining organizational innovation. Some schools lack visionary leader who does not have the requisite skills needed to move the school system forward. Any leadership strategy that hinders the inclusion of new practices will lead to failure of such system. It is on this note that Okeleke (2023) avows that any leader who fail to inspire their subordinates in terms of making of decision has eventually contributed to a culture of stagnation rather than innovation

Cultural and Social Barriers: Cultural attitudes and societal norms can conflict with certain innovations, particularly those that challenge traditional practices or require a significant departure from established norms. These barriers are often compounded by a lack of community involvement in the planning and implementation phases (Anderson & Lochhead, 2023). For Akpan (2016) these challenges include; insufficient training for school administrators and teachers in managing innovations, limited training on the use of ICT tools in education, unreliable electricity supply, inadequate funding for innovation initiatives, resistance to change among staff members, lack of clear institutional goals and objectives, ineffective planning and strategy implementation, fear or reluctance to use computers and technology as well as potential risks and challenges associated with new innovations

Methodology

The descriptive survey design was adopted for this study, while the population comprised of 2,000 school administrators and teachers in public senior secondary schools in Port-Harcourt Metropolis. The sample size of 333 was gotten using Taro Yamane Formular. Data collection was with the use of a self-structured questionnaire that was made up of 15- items. The title of the questionnaire was “Management of Organizational Innovations in Public Senior Secondary Schools in Port -Harcourt Metropolis Questionnaire” (MOIPSSSPHQ) and it was rated on a 4-point Likert scale of Strongly Agreed (SA-4), Agreed (A-3), Disagree (D-2), and Strongly Disagreed (SD-1). The instrument was given a content and face validity by 3 experts from the Department of Educational Management and Measurement and Evaluation. A reliability index of 0.84 was established using Cronbach alpha. Mean and standard was used to answer all research questions while a t-test was employed to test null hypothesis at 0.05 level significance, statistical analysis was performed using SPSS version 23.

Data analysis and Result.

Answer to Research Question.

Research Question 1: What are the types of organizational innovations currently being implemented in public senior secondary schools in Port Harcourt Metropolis?

Table 1: Descriptive statistics of mean scores and standard deviation of male and female respondents on the types of organizational innovations implemented in public senior secondary schools in Port Harcourt Metropolis.

S/N	Statement	Male n = 100	Female n = 233	Remarks
		\bar{x}	\bar{x}	
		SD	SD	of x
1.	Service	3.80	3.44	Agreed



2	innovations Digital	3.10	0.43	2.69	0.12	2.89	Agreed
3	innovations Social innovation	3.44	0.44	2.88	0.28	3.16	Agreed
4	Sustainable innovation	2.92	0.42	3.12	0.36	3.02	Agreed
5	Incremental innovation	3.68	0.07	3.78	0.43	3.73	Agreed
6	Process innovation	3.74	0.11	2.63	0.81	3.18	Agreed
7	Open innovation	3.44	0.82	3.56	0.64	3.50	Agreed
8	Professional development	3.22	0.48	3.58	0.48	3.40	Agreed
	Aggregate mean	3.41	0.37	3.21	0.35	3.31	Agreed

Table 1 show the mean scores and standard deviation of male and female respondents on types of organizational innovations implemented in public senior secondary schools in Port Harcourt Metropolis. From the tables, it was revealed that the male and female respondent has mean scores of 3.41 and 3.21 respectively.

However, with an aggregate mean of 3.31 which is higher than the criterion mean of 2.50 indicates that the respondent agreed that service innovations (3.62), digital innovation (2.89), social innovation (3.16), sustainable innovations (3.02), incremental innovations (3.73), process innovations (3.18), open innovation (3.50) and professional development are the various types of organizational innovations implemented in public senior secondary schools in Port Harcourt Metropolis.

Research Question 2: What are the challenges faced in the implementation of organizational innovations in public senior secondary schools in Port Harcourt Metropolis?

Table 2: Descriptive statistics of mean and standard deviation on challenges faced in the implementation of organizational innovations in public senior secondary schools in Port Harcourt Metropolis.

S/N	Statement:	Male n = 100	Female n = 233	Decision			
	Empowering Educational Leaders include;	\bar{x}	\bar{x}				
		SD	SD	of x			
9	Lack of fund	3.78	0.02	2.88	0.02	3.33	Agreed
10	Inadequate power supply	3.33	0.13	2.64	0.11	2.98	Agreed
11	Lack of training	2.76	0.22	3.05	0.41	2.91	Agreed
12	Lack of ICT skills	2.98	0.43	2.97	0.29	2.98	Agreed
13	Resistance to change	3.84	0.38	2.65	0.22	3.25	Agreed
14	Insufficient	3.10	0.46	2.88	0.24	2.99	Agreed



15	planning							
	Lack of clear goals and objectives	3.42	0.38	3.10	0.19	3.26		Agreed
	Aggregate mean	3.25	0.28	2.88	0.24	3.06		Agreed

Table 2 shows the challenges faced in the implementation of organizational innovations in public senior secondary schools in Port Harcourt Metropolis. From the table, the respondents had 3.25 and 2.88 for male and female respectively. However, with an aggregate mean of 3.06 which is above the cut-off mean of 2.50, it shows that the respondents agreed that lack of fund (3.33), inadequate power supply (2.98), lack of training (2.91), lack of ICT skills (2.98), resistance to change (3.25), Insufficient planning (2.99), and lack of clear goals and objectives (3.26) are the challenges faced in the implementation of organizational innovations in public senior secondary schools in Port Harcourt Metropolis.

Test of Hypotheses

HO1: There is no significant difference in the mean scores of male and female respondents on types of organizational innovations implemented in public senior secondary schools in Port Harcourt Metropolis

Table 3: Independent sample t-test in the mean rating of male and female respondent on types of organizational innovations implemented in public senior secondary schools in Port Harcourt Metropolis.

Gender	N	Mean	SD	DF	t. value	p. value	Remark
Male	100	3.41	0.36	331	1.682	0.092	Accept
Female	233	3.21.					

Alpha level= 0.05

The result of hypothesis test in table 3 shows the independent sample t-test on the mean rating of male and female respondent on types of organizational innovations implemented in public senior secondary schools in Port Harcourt Metropolis. From the table, it was revealed that the independent sample t-test yielded a p-value of 1.682 with a corresponding p-value of 0.092 at 0.05 level of significance. From the reported result, it is seen that the p-value obtained (0.092) was greater than the chosen alpha 0.05, thus the null hypothesis is accepted. The result, therefore reveal no significant difference in the mean scores of male and female respondents on types of organizational innovations implemented in public senior secondary schools in Port Harcourt Metropolis.

HO2: There is no significant difference in the mean scores of male and female respondents on the challenges faced in the implementation and management of organizational innovations in public senior secondary schools in Port Harcourt Metropolis

Table 4: Independent sample t-test in the mean rating of male and female respondent on the challenges faced in the implementation and management of organizational innovations in public senior secondary schools in Port Harcourt Metropolis.

Gender	N	Mean	SD	DF	t. value	p. value	Remark
Male	100	3.25	0.26	331	1.487	0.091	Accept
Female	233	2.88					

Alpha level= 0.05

The result of hypothesis test in table 4 shows the independent sample t-test on the mean rating of male and female respondent on the challenges faced in the implementation and management of organizational innovations in public senior secondary schools in Port Harcourt Metropolis. From the table, it was revealed that the independent sample t-test yielded a p-value of 1.487 with a corresponding p-value of



0.091 at 0.05 level of significance. From the reported result, it is seen that the p-value obtained (0.091) was greater than the chosen alpha 0.05, thus the null hypothesis is accepted. The result reveals no significant difference in the mean scores of male and female respondents on the challenges faced in the implementation and management of organizational innovations in public senior secondary schools in Port Harcourt Metropolis.

Discussion Of Findings

Types of organizational innovations

Finding of this study revealed that the respondents agreed that items in table 1 are types of organizational innovations in public senior secondary schools in Port Harcourt Metropolis. From the findings, it was revealed that service innovations, digital innovation, social innovation, sustainable innovations, incremental innovations, process innovations, open innovation and professional development are the various types of organizational innovations implemented in public senior secondary schools in Port Harcourt Metropolis. This is in line with the findings of Jain (2023) who affirmed that the various types of innovations in an organization include; product innovation, process innovation, business model innovations, service innovation, incremental innovation, sustainable innovation, technology innovation, digital innovation and so on.

The result of hypothesis one revealed no significant difference in the mean rating of the respondents on types of organizational innovations in public senior secondary schools in Port Harcourt Metropolis

Challenges faced in the implementation and management of organizational innovations in public senior secondary schools in Port Harcourt Metropolis

The finding of this study revealed that the respondents agreed that items in table 2 are the challenges faced in the implementation and management of organizational innovations in public senior secondary schools in Port Harcourt Metropolis. From the findings, it was revealed that insufficient fund, inadequate power supply, lack of training, lack of ICT skills, resistance to change, insufficient planning, and lack of clear goals and objective are the challenges faced in the implementation of organizational innovations in public senior secondary schools in Port Harcourt Metropolis. This finding is in line with the findings of Akpan (2016) who opined that Deficient training, Inadequate training on the use of ICT tools in education, untrustworthy electricity supply, Inadequate funding for innovation initiatives, resistance to change among staff member, lack of clear institutional goals and objectives, unproductive planning and strategy implementation, fear or reluctance in computers and technology usage, potential risks and challenges associated with new innovations.

The result of hypothesis two revealed no significant difference in the mean scores of male and female respondents on the challenges faced in the implementation and management of organizational innovations in public senior secondary schools in Port Harcourt Metropolis.

Conclusion

This study examined the types of organizational innovations implemented in public senior secondary schools in Port Harcourt Metropolis, as well as the challenges encountered in their implementation. Findings indicate that various organizational innovations are being adopted; however, challenges such as inadequate resources, resistance to change, and ineffective innovation management hinder their full implementation. Additionally, the study found no significant difference between male and female respondents' perceptions of both the types of innovations and the challenges faced. These results highlight the need for strategic approaches to enhance innovation management in schools.

Recommendations

School administrators should adopt structured innovation management strategies to ensure the effective implementation and sustainability of organizational innovations.

Education stakeholders should address the identified challenges to enhance efficiency and effectiveness within the school system.



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