Change and Innovation for Sustainable Development in Nigerian Universities

ThankGod J. Wali[i]
Department Educational Management
Faculty of Education
Ignatius Ajuru University of Education
Port Harcourt, Nigeria

Okai, N. Okai[ii]
Department Educational Management
Faculty of Education
Ignatius Ajuru University of Education
Port Harcourt, Nigeria

Abstract

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The study examined change and innovation for sustainable development in Nigerian universities. Change is constant among other things; it promotes societal demands, sustainability and development. This study was anchored on the principle of situational theory. It emphasized the capacity to accommodate different styles of change and innovation in an organisation. There is a conceptual review, some variables, such as change and innovation through ICT/Computer education, change in curriculum, change in staff development, change in technological advancement, change in post graduate programmes, etc. The people concerned in the change, some types of educational change, some factors that are responsible for change and innovation were also discussed. Managing resistance to change in Nigerian universities, change and innovation for sustainable development were all discussed. The study concluded that the whole process of change and innovation is aimed at sustainability and improvement of educational system, it was suggested that sensitization programmes be introduced to the people concerned because education is the key to national development and transformation of man and society.

Reference to this paper should be made as follows:

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INTRODUCTION

The human society is dynamic and therefore subject to various changes on a daily basis. Change is any alteration or modification in the original structure of buildings and other structures. Change is present in the homes, churches, mosques, firms and government establishments. The phenomenon called change seems to be caused by new laws, new techniques of production, and

new tastes of customers for some products or services which must be satisfied. Also, change could be held responsible for the ups and downs of the trade cycle (i.e. booms and recessions) resulting in rising costs in the markets. Change can create tension under emergency, it is change that tend to complicate the work of educational managers because decisions and predictions could not be made with accurate certainty, since government's decision and policies continue to be modified, amended or changed from time to time. Each new law and each new policy engenders a string of reactions which give rise to changes which could affect the whole polity. Change is a reality which is constant in every organization. Every manager should be skilled in managing changes as they occur, from time to time and on daily basis. Change and innovation are considered positive in nature because they are intended to be an improvement over what is on the ground. The curriculum of the school has been reviewed to accommodate more courses, and programmes such as Printing Press, fish farming, paint industry have been introduced to boast and strengthen the financial base of the university. Even though they are facts of life, if the educational administrators are to be effective, they must be able to develop strategies and skills before they graduate from the university, they can also develop themselves and become managers in fish farming, paint industry etc. which can sustain themselves and the entire society. However, some observers such as Fullan, (1982) and Moller (1993) have contended that social organization, to which the school belongs, must be characterized by change. The reason is not unconnected with the fact that change and innovation in schools are usually faced with resistance. Change and innovation has given rise to rapid development in the following areas:

- **Printing Press:** The Introduction of printing press actually come to boost the standard of the Nigerian Universities for sustainable development, this new introduction will help the staff and students and the entire school in their academic improvement , writing and publishing of books and journals become easier with lesser cost than going outside with high cost of printing. It is quite commendable.
- **Fish Farming:** Change and innovation has given rise to fish farming especially here in Ignatius Ajuru University of Education whereby students are trained to acquire the skill of fish farming, the establishment of this programme will go a long way to equip the students become fish farmers so that as
- **Paint Industry:** The result of change and innovation for sustainable development has provided the students the ample opportunity of learning the skill of manufacturing paints. This is a good development in Ignatius Ajuru university education. For instance students have been exposed to learn various aspects of manufacturing paints and also the painting job, so that even if after their graduation can establish on their own. If they develop their talents and skills, they can open a paint industry or company and also employ and train others.

THEORETICAL CLARIFICATION

The importance of Change and Innovation for sustainable development of Nigerian Universities, cannot be over-emphasized, hence the university education is one the Agents that shape the destiny of man and society. Based on this therefore the study is anchored on the theory of Situational Principles by Hersey and Blanchard (1982) which explains the styles to accommodate different changes and innovation in an organization. In the university system this theory is important because it accommodates various aspects of change and innovation for the development of the university.

According to Huang and Mak (1999) they described change and innovation as the capacity to create sustainable development in an organization, which will in turn improve what

is already on ground. This can be achieved through a number of strategies or plans for reconstruction or rebuilding the existing structures and bring it to update. Basically, Worren, Ruddle and Moor (1999) in their candid opinion agreed that a successful implementation of change and innovation uses the Human Resources (leadership) as a change mechanism through effective decisions and also being accountable to the people working with him. He uses employee's incentives to enhance the capacity of the workforce no matter their situations.

Scott and Nisse (2001), stated that change and innovation for sustainable development of the universities accommodate every kind of situational steps taken to train expertise and skill men or personnels for human capital development who should maintain a regular training, workshops, retreat, seminars exercises to keep an up-to-date improvement of university programmes and activities. However, Robbins and Coufter (1998), from the business standpoint visualized innovation to be the process of taking a creative idea and turning it into a useful product, service or method of operation. All innovations start as an idea, after which some of them reach the level of overt and tangible expression through the implementation process. It seems that innovative organizations actively promote the training and development of organization personnels in order for them to remain current, off high job security and encourage employees to become "champions" of change. It is essential for the change planners to know the potential types of change and the impact that various attributes of change or innovations might have on the institution and its members. Some attributes of innovations are the nature of their costs, their efficiency level, communicability, clarity, of results, pervasiveness and complexity. Others are degree of commitment, impact on interpersonal relationships, demonstrability and adaptability. Change is the process through which new programmes or practices, techniques and approaches are put in place and/or injected into the operations of a system to replace old or ineffective ones. Change can also be described as the replacement of old things with something new. It is practical in progression which deviates from an existing order. In this submission therefore change and innovation are important tools for sustainable development in Nigeria Universities.

CONCEPTUAL CLARIFICATION

Change and innovation occurs in all areas of life including the educational system, change has brought about increase in awareness, knowledge, skills, competences, etc. The term 'change' is used here to mean an alteration or modification in the structure of an organization, persons, structures, etc in any of its processes, or in the achievement of its goals or purposes. According to Nduanya (1991), opined that change and innovation involves the revision of rules, introduction of a new procedure, the revision of the purposes or re-direction of the organization are the degrees of change in an organization. A variation in the lecturers classroom assignment might be considered a minor change, and the reconstruction of a public school system might be considered a major change.

Griffiths, (1975) posited that various organizations including the universities clamour for change and innovation for sustainable development. As organizations grow in size and complexity, new departments are created, membership fluctuates, and technology changes in response to change and innovation. Robbins and Coufter (1998), from the business standpoint conceptualize innovation to be the process of taking a creative idea and turning it into a useful product, service method of operation. All change and innovation start as an idea, after which some of them reach the level of overt and tangible implementation through the production process. It seems that innovative organizations actively promote the training and development of organisation personnels in order to remain current. They tend to high job security and encourage employees to become champions of change. It is essential for the change planners to

know the potential types of change and the impact that various attributes of change and innovations might have on the institution and its members.

According to Zaltman and Lin (1971) agree that some attributes of change and innovations, are the nature of their costs, their efficiency level, performance, communication ability, clarity of results, pervasiveness and complexity. Others are degrees of commitment, impact on interpersonal relationships, demonstrability and adaptability. Change is the process through which new programmes or practices, techniques and approaches are put in place and/or injected into the operations of a system to replace old or ineffective ones. Change can also be described as the replacement of old things with something with something new. It is practical in progression which deviates from an existing order. In other words, change implies alteration of existing forms or status quo.

However, Fadipe and Adepoju, 2006 accepted that change and innovation are inevitable phenomenon to every organization that tends to stand the test of time. It helps an organization to accomplish its mission and vision as well as goals more effectively by replacing some programmes or practices with better ones. The permanent feature of any organization is change. According to (Adepoju, 2007) and Moller (1993) they drew a useful distinction between change and innovation that do not affect the basic structure of an organization. Change and innovation require a paradigm shift in the culture of an organization. In this submission, Information and Communication Technology (ICT) is regarded as a means to the order of change.

CHANGE

Change is the process through which new programmes or practices, techniques and approaches are put in place and/or injected into the operations of an organization or a system to replace old or ineffective ones. Change can also be described as the replacement of old things with something new. It is a practical progression that deviates from an existing order. In other words, change implies alteration of an existing order. According to Fadipe and Adepoju (2006), they agree that by implication, change is an inevitable phenomenon to every organization that tends to stand the test of time. It helps an organization to accomplish its missions and visions as well as their goals and objectives, more effectively by replacing some programmes or structures with better ones. The permanent feature of any organization is change itself.

However, Moller (1993) draws a useful distinction between changes that do not affect the basic structures of an organization and those that do so. He calls the later second order change that would results to a shift in the framework of any organization.

INNOVATION

Innovation has been described as being and organized, it involves risk-taking, innovation is introduced for the purpose of ensuring efficiency and increase in productivity. It means not only adapting to new conditions but also creating new conditions. It is an important concept in policies, goals, organization, marketing and communication, as it is in the areas of technological advancement and processes.

According to Fadipe (2006) posited that innovation is a transformation overhaul with a purpose to support the success of the organization, with new techniques, and unique ideas, innovation is also a means to adjustment of what to do and how to do it to achieve set goals. Innovation also entails new trends and technology both in education and other orgnisations, it promotes creativity and how to think on making something work out it is purpose and become productive. As rightly observed by Fullan (1982) Innovations are not ends in themselves, but means towards ends. This is to say in essence that an innovation is an injection of new ideas, systems and technology that will essentially bring change into the organization.

SUSTAINABLE DEVELOPMENT

The importance of sustainable development of any organization cannot be over emphasized. According to Kundan in (Ugoh, 2008) describes sustainable development as a construct, which envision development as meeting the need of the present generation without compromising the needs of the future generation. It implies that while education meets the need of the present it does not compromise the ability of the future generations to meet own needs. Nevertheless, this ability to meet the needs is determined by human capital (through education, technology advance) and through physical capital (machine, tool, etc.). Kundan argues that continued sustainable development is only possible or assured when it is agreed and indeed concrete steps are taken to raise the level of literacy and numeracy in any society. Educational institutions and their programmes are therefore, the tools with which to achieve development and its sustainability.

Sustainable development has also been defined by Osuji (2004, p.) as "an approach that combines the development needs and aspirations of the present without compromising the ability of the future while also maintaining ecological integrity". This implies according to Osuji a development process that is equitable and sensitive to ecological and environmental issues. It depends on the initiative, resourcefulness, and discipline of human beings who are the managers of developmental programmes.

NIGERIAN UNIVERSITIES

Every university is a sub-system of the larger society in terms of a sovereign polity, the universities have people who constitute their membership, this membership are identified as those who were employed as staff and those admitted as students, all these and many more make up the population of the university community, therefore every university that operates as a community is expected to be an approximation of an idea society in terms of its organizational physical structures, social life, relationship with the wider society with the aim of accomplishing set goals and objectives.

The success of every university in Nigeria is largely dependent on the committee system such as senate committee, appointment and promotion committee; timetable and examination committee etc. all these are made for easy administration and management of the universities. Furthermore, the totality of the available structures and socio-academic life of the university environment contribute to personality development of students who should graduate with high level grades to fit into the society development and labour market. It is in the pursuance of this that the Nigerian universities commission (NUC) in 1989 explained that the accreditation of degrees and other academic programmes is a step for recognizing educational institutions level of increase in academic performance, integrity and quality which entitles them to have confidence for educational standards.

Some universities in Nigeria since independence founded between 1960-1974 are regarded as the First Generation Universities, whereas those that were founded in 1975 are regarded as the Second Generation universities, while those established in 1979 and thereafter constitutes the third generation universities. This implies that we have six universities in the first generation category, seven universities in the second generation category and eighteen universities in the third generation group.

Table 1: Some Nigerian Universities and their Year of Establishment

S/NO	UNIVERSITIES	YEAR FOUNDED
1.	Universities of Nigeria, Nsukka	1960
2.	Universities of Ibadan (Univ. College 1948)	1962
3.	Ahmadu Bello University, Zaria	1962
4.	Obafemi Awolow University, Ile,Ife	1962
5.	University of Lagos, Akoko	1962
6.	University of Benin, Benin City	1970
7.	Bayero University, Kano	1975
8.	University of Calabar, Calabar	1975
9.	University of Ilorin, Ilorin	1975
10.	University of Jos, Jos	1975
11.	University of Maiduguri, Maiduguri	1975
12.	University of Port Harcourt, Port Harcourt	1975
13.	Usman Danfodio University, Sokoto	1975
14.	Rivers State University, Port Harcourt	1979
15.	Federal University of Technology, Owerri	1980
16.	Bendel State University, Ekpoma	1980
17.	Anambra State University of Technology, Enugu	1980
18.	Federal University of Technology, Akure	1981
19.	Imo State University, Okigwe	1981
20.	Federal University of Technology, Mirina	1982
21.	Ondo State University, Ado Ekiti	1982
22.	Ogun State University, Ago-Iwoye	1982
23.	University of Cross River State, Uyo	1983
24.	Lagos State University, Ojo	1983
25.	Abubakar Tafawa Balewa University, Bauchi	1988
26.	University of Agriculture, Makurdi	1988
27.	Federal University of Technology, Yola	1988
28.	University of Agriculture, Abeokuta	1988
29.	University of Abuja, Abuja	1988
30.	Oyo State University of Technology, Ogbomosho	1990
31.	Kano State University of Kano	1992

SOME AREAS OF CHANGE IN THE UNIVERSITY

Change in Information and Communication Technology (ICT) Education: Information and communication technology are computer-based tools that are used for processing information in organization. The introduction of ICT education in the present-day universities in Nigeria has contributed to development and improvement of educational standards, it has created new visions, new skills, and competences, it has developed our intellect to know what is happening within and outside our environment, indeed it is a good educational development.

Change in Curriculum: Change and innovation has necessitated an improvement in the universities curriculum programme, contrary to what it was so many years ago. The university curriculum has indeed been expanded more courses that are relevant to the needs of the society. Such courses include entrepreneurship such as fishing, farming, dancing etc.

Establishment of New Departments: According to Moller (1993) he opined that as a result of change and innovation, in the sustainability of the universities, various new department are bound to emerge; today Ignatius Ajuru have Educational Management. The establishment of this department will also increase the student's enrollment into the university.

Staff Development: As a result of change and innovation for sustainable development of the universities, a good number of staff are trained on the use of ICT, this is to meet the challenges of globalization. Their skills are developed through regular participation in seminars, workshops, conferences, retreats etc. All these will enhance their academic standard and improve students' performance.

Change in technological advancement: Today in the global world, technological advancement has actually taken over every facet of life as a result of change in education, economy, politics, socializations etc. Fullan (1982) consented that, change and innovation are instruments of technological advancements due to injection of new ideas, new systems, new strategies into the organization or society. Today students can access result through internet and process their registration and admission by online.

Post graduate programme: The essence of change and innovation is to introduce new schemes that will motivate people, today for example, the Ignatius Ajuru University of Education wears a new look as it has opened the Post Graduates school to run Post graduate programme. This is a welcome development, it will promote sustainable development in Nigeria universities because more students are admitted into the programme.

FACTORS RESPONSIBLE FOR CHANGE IN THE EDUCATIONAL SYSTEM

The factors that cause change in any organization are referred to as change drivers. Change drivers create the forces that motivate organizational leaders to alter their ways of operations. Change can be induced by internal and external factors. Nwachukwu (1992) has listed the following factors, culture, society, politics, economics, modern technology and internationalization as factors in the environment that brings about changes. However, in this century, the greatest change inducing phenomenon is globalization.

Globalization has affected all facets of societal institutions and organization. In fact, the educational systems around the world have been heavily influenced by globalization. According to Mao and Adelabu (2006) they noted that globalization has implication for widespread systemic change and innovations in all aspects of education, from curriculum to teacher preparation, institutional structures, school calendar and teacher certification. Another factor that can induce change in the educational system is government policy. Fabunmi (2005) posited that educational policy should be a framework within which education is administered in a given place and within a specific period. Since government policy change as government itself, it means that changes in the policies of government can lead to changes in the educational system. As well also, external factors such as the intervention of international organizations like United Nation Organisation (UNO), American Union (AU), and Common Wealth and so on in the educational system can bring about change. For example, United Nations Educational Economic and Scientific Organisation (UNESCO) recommend that 26% of a country's budget should be invested in education. This call has increased the financial contributions of countries to their educational system, thereby-causing a huge change in the financial position of the system.

Furthermore, internal factors such as school administrators' leadership style, school-community relations, lecturers and students attitudes, expansion in student enrolment and parental interest can cause change in the system. Finally, the socio-political development of a country can induce change that can affect the system. Political instability, increase in the cost of goods and services, expansion in population of students, political will and interest of leaders, private investment in education, and external factors can create changes in the educational system.

PEOPLE CONCERNED IN THE CHANGE

The Managers: The importance of managers in change management cannot be over emphasized. Different people react differently to change. Strong resistance to change is often rooted in deeply conditioned or historically reinforced feelings. However, Huang & Mak, (1999) posited that patience and tolerance are required to help people in these situations to see things differently as they appear. Change management entails thoughtful planning and sensitive implementation, and above all, consultation with, and involvement of, the people affected by the change. Involving and informing people also creates opportunities for others to participate in planning and implementing changes. Tais lightens the leader's burden, spreads the organizational load, and creates a sense of ownership and familiarity among the people affected. If change is forced on people normally problems arise.

The Employees: According to Rigby (2003), argues that people who are affected by change need to agree with change, or at least understand the need for change, and have opportunity of contributing to the change management, and be involved in the planning and implementation of the change. Face-to-face communications can be used to handle sensitive aspects of organizational change management. Change needs to be understood and managed in a way that people can cope effectively with it. Change can be unsettling, so the manager logically needs to be a setting influence. Worren, Ruddle and Moore, (1999) they all agree that organizational change entails new actions, objectives and processes for a group or team of people. Workshops can be used to achieve understanding, involvement, plans, measurable aims, actions and commitment. Similarly, Mäkãräineri, (2000) he maintained that hiding behind memos and middle managers will make matters worse. Consulting with people, and helping them to understand does not weaken the leader's position, it rather strengthens the position. When people are treated with humility and respect, they do reciprocate. The insecurity of most people (staff) is change itself; hence, it needs to be managed well.

The Staff: The staff should have the responsibility to manage change and do their best, which varies with the individual and depends on a wide variety of factors, such as; health, maturity, stability, experience, personality, and motivation, among others. Wikipedia (2007) opined that responsibility for managing change is with the management of the organization. Change cannot be imposed on people. Change such as new structures, policies, targets, acquisitions, disposals, re-location, among others, all create new systems and environments, which need to be explained to people as early as possible, so that staff's involvement in validating and refining the changes themselves can be successful.

TYPES OF CHANGE IN THE SCHOOL SYSTEM

- **Routine day-to-day changes:** On a daily basis, various changes are encountered by managers, administrators, lecturers and students. These changes must be properly managed so that the objectives of the university system may not be disrupted completely for instance in the Ignatius Ajuru of Education there is a rapid change in infrastructural development (building) and increase in students admission and population.
- **Transformational changes**: These are out to completely change the shape or character of existing patterns or practices.
- **Innovative changes:** Changes in this class are out to improve or renovate existing patterns in organizations. The Universal Basic Education (UBE) belongs to this group

- **Emergency changes:** These are sudden changes which are urgent by nature, and experienced by lecturers and administrators on their job tension may arise on a result of this change.
- **Changes occasioned by strikes:** Some changes in educational system are effected after the occurrence of strike action by either staff and/or students. Students and union leaders' membership on the Council of Nigerian Universities falls into this category
- **Revolutionary changes**: These are radical redesigning of all or parts of an organization work processes. It is also called reengineering and competent educational managers are wanted at both the lower and higher levels of educational management who can introduce and successfully implement revolutionary changes.
- **Changes introduced through competition:** Examples are found in the school effectiveness drive emphasizing rewards instead of punishments in school systems especially at the lower levels; while the National Universities Commission (N.U.C.) has already introduced ranking of Nigerian Universities on the basis of governance, academic excellence, research and adherence to approved national norms (Uvah, 2005). The aim is said to be the encouragement of healthy competition in the maintenance of academic quality and governance.
- **Research findings changes:** A number of educational changes come from the findings of some researches.
- **Changes emanating from new equipment:** Besides, many changes emerge out of this class as a result of the introduction of new and improved technologies. A good example is the information and communications technology (ICT) class of change that is demanding that teachers, students and all administrators of education should be skilled in the different aspects of ICT, like word processing, internet and Intra-net browsing, in order to be more goal-oriented.
- **Employee attitude changes**; A negative employee attitude may increased job dissatisfaction which could lead to increased absenteeism and labour strikes. Such events should normally result in changes in management policies and practices.
- **Government laws and policies:** Each new law and/or policy by the government brings about changes in the course of implementation.
- **Economic changes:** This class of changes leads to moderate or rising costs of goods and services. Educational managers are, therefore, implored to be prudent in managing available scarce resources and also to source for additional funding in the event of these changes. -

MANAGING RESISTANCE TO CHANGE IN EDUCATION

The increasing level of uncertainty that is associated with the forces of change in the educational system increases the tempo for resistance to change. Nwachukwu (1992) observed that employees, irrespective of their position, educational background or experience, tend to react negatively to plunging into the unknown. He continued by saying that the most common reason for the resistance to change include:

- **Training and Environment:** Training of staff has to be done in a good environment, this will enable the people management the change process without stress or complains. The organizers of the training should as a matter of fact consider the quality of the training programme, such that will enhance the development of the workforce and ensure its success in a good environment.

- **Habit:** In other to manage resistance in educational system, there should be a regular habit of sensitization or awareness before carrying out such programme, so that the people concerned will not resist the change.
- **Fear of the Unknown:** Fear comes as a result of uncertainty or ignorance, sudden introduction of change without awareness of what it involves and who is involve.
- **Personal Attitude:** The personnel attitude towards managing change in educational system is very important, the way people respond to change, what is the right attitude towards the change, introduction can make a difference.
- **Financial Reasons:** Although finance is very necessary in every organization, in other to achieve the purpose of managing resistance the need for finance to motivate the workforce.
- **Psychological Reasons:** In other to achieve the success of managing resistance, the leadership has to understand the various temperament, attitude and behaviour of the people he is leading, so that the introduction of any aspect of change of cannot be resisted or thwarted.

Although, Evans (1996) posited that people have generally very conservative impulses and, although they may say they support change, this may not in fact be what they believe. In one sense, people advocate for change and in another they resist change. The increasing manifestation of resistance to change is a major hindrance to the effective management of change. In fact, as constant as change so also is the way resistance to change is constant. Callahan (1986), observed that the causes of resistance include economic loss, knowledge and skill obsolescence, fear of the unknown, group resistance, threats to social system, and threats to power and influence.

In the same vein, Sergiovanni (1990) observed that the educational system is not free from resistance. He pointed that resistance can happen when teachers are not included in discussions about change. He explained further that resistance may occur when one's life work is threatened or when one perceives that this has happened. Evans (1996), opined that resistance may happen as a result of the change being seen as an addition to an already full work schedule. Sikes (1992) posited that teachers can overtly resist change by intentionally doing things wrong and refusing to cooperate. The point is that in the educational system, teachers may not be the only resistors to change, the school culture, school environment and the school administrators may equally resist the change process depending on the existing situation in the system. Ellsworth (2000) submitted that environment also contains resistance that can disrupt the change process or distort how the innovation appears to the intended adopter. Afeti (2003) indicated that tradition can become a resistor to change, in particular for young and developing institutions that do not have a solid history of academic and administrative excellence.

From the foregoing, resistance can occur in the educational system:

- Through the activities of the staff. The change process may not be welcomed by the lecturers due to personal interest or fear of what will happen in future.
- When the school administrator poses as a resistor to the intending change, most especially when it is externally induced and it is considered as a threat to his power and influence in the school.
- Through the school culture: That is, the ways of doing things of a school may serve as a hindrance to a change process.
- When the school environment, which is made up of teachers, students, school-community relations and other elements is not conducive enough to absorb change.
- When the behaviour and attitudes of the change initiators and implementers are not accommodating, innovative and challenging enough to carry those in the system along

the course of the change process. Such behaviour and attitude can make people resist change.

Therefore, to manage the resistance tendencies to change in the school include the following:

- The need and interest of those concerned school administrators, lecturers, and students should be seriously considered when initiating and implementing a change.
- The major stakeholders in the system should be allowed to participate in the change process.
- The educational environment where the change will be effected should be made conducive and attractive to facilitate the change process.
- The change to be initiated and implemented should be such that is ripe enough for such an action.
- Those likely to be affected by the change process should be educated and supported to reduce the effect of the change on them.

MANAGEMENT OF CHANGE IN EDUCATION

Considering the best course of action, change management in education is highly imperative, taking cognizance of the fact that there will always be the need for change in the Educational system. Apart from this, to reduce the levels of instability and conflicts associated with the process of change for effective and efficient utilization of resources to improve the system. This will also demand that actions be directed towards the management of change which must be the best approach. This is because change management is essentially a process that has much to do with people involved or affected by the change process. Pfahi (2003) considers change management as a process of establishing a change, communicating that change and creating action plans with management and end- users to mitigate the impact of the change. This assertion is an indication that change management concentrates on creating the framework that will bring people together for meaningful implementation of actions. Therefore, to manage educational change effectively, the above mentioned steps should be observed.

CONCLUSION

Educational stability and development in Nigeria universities can be achieved only when change which is considered a fundamental feature of the system-is conscientiously managed. The whole process of change is aimed at the sustainability and improvement of the system. In the Educational system the participation of school Administrators, Lecturers, Teachers, Students, parents and stakeholders must be recognized. In order to sustain changes, the following programmes such as conferences, retreats seminars and workshops should be encouraged. The full participation of people to the change and innovation agenda will help to overcome the problems of resistance to change which will generally improve the educational system and society at large.

Suggestions

From the foregoing, we have seen that educational organization must from time to time witness change and innovation due to new techniques globalization, science, technology and ICT. Therefore the following suggestions are made:

- For change and innovation in education to be successful certain awareness programmes should be introduce into the system to improve productivity.
- Even though change and innovation are constant, the status quo should be maintained to achieve the coveted educational objectives.
- That education should be given the highest priority attention by all levels of governance. This is because Education is key to national development and transformation.
- Change and innovation which is the only permanent thing that transform, reform society, this should be vigorously pursued by educational administrators so as to make an up-to-date advancement of man and society.

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[i] **ThankGod J. Wali** is a postgraduate student in the Department Educational Management, Faculty of Education, Ignatius Ajuru University of Education, Port Harcourt, Nigeria.

[ii] **Dr. Okai, N. Okai** is a Senior Lecturer in the Department Educational Management, Faculty of Education, Ignatius Ajuru University of Education, Port Harcourt, Nigeria