



Forces and Agents of Change and Innovation in Education in Senior Public Secondary Schools in Ogba/Egbema/Ndoni Local Government Area, Rivers State

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Abstract

This paper investigated the forces and agents responsible for change and innovation in education in public senior secondary schools in Ogba/Egbema/ Ndoni local government area, rivers state. A descriptive survey design was adopted for the study. The population was made up of teachers in the public senior secondary schools in the area. The sample of the study consisted of 419 public senior secondary school teachers because the study adopted census study as in such study; the population is also used as sample. Three research questions and three hypotheses were tested and it was indicated that there is no significant mean difference on the responses of male and female teachers in public senior secondary schools in Ogba/Egbema/Ndono Local Government Area, Rivers State on the influence of technological, political, social and economic developments on change and innovation in education. Recommendations were made to strengthen the technological, political, social and economic developments to make change and innovation effective and efficient in education. It is also recommended that change and innovation should conform to the people's aspirations to make it more meaningful.

Keywords: Forces, Agents, Responsible, Change, Innovation, Education, Public, Senior Secondary Schools.

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INTRODUCTION

Education being the bedrock of the society should be handled efficiently and effectively with intent to yield the desired results that will impact positively to the society. This is inevitably synonymous to the fact that the world is dynamic and changes occur without reservations. Education being the acquisition of basic knowledge be it formal or informal keeps an individual abreast to changes that occur in the society and such changes are managed maximally to benefit the society generally.

In the same vein, there are different levels of education in Nigeria which include higher education that simply covers the post secondary of educational system given in universities, polytechnics, colleges of education, arts and science technology, school of agriculture, school of forestry, school of nursing and other institutions offering diplomas beyond secondary school level.

The aims and objectives of higher education according to the Federal Republic of Nigeria (FRN, 2014) in the National Policy on Education include:

- The acquisition, development and inculcation of the proper value orientation for the survival of the individual and society.
- The development of the intellectual capacity of individuals to understand and appreciate their environments.
- The acquisition of both physical and intellectual skills which will enable individuals to develop into useful members of the community.
- The acquisition and objective view of the local and external environment.

The world is dynamic and dynamism is consequently an integral part of living in such a dynamic world. Longe in Agabi and Okorie (2002) opines that education has become a mechanism for propelling and sustaining these dynamic characteristics. Pertinently, in every human endeavor, change, has become inevitable for the growth and progress of human beings and institutions respectively.

In other words, in order to meet societal demands, education responds to environmental challenges that includes knowledge explosion, advances in information and communication technologies and population explosion. Forces and agents responsible for change and innovation in education include individuals, organizations and groups. But priority is placed on such forces and agents responsible for change and innovation in education in this paper. They include technology, political, social and economic particularly in senior public secondary schools in Ogba/Egbema/Ndoni Local Government Area, Rivers State of Nigeria. Basically, these forces and agents variously challenge an existing status quo to effect change and innovation in the educational system. On the other hand, individuals implement change with the target to improve on the culture, technology and content.

Statement of the Problem

Forces and agents responsible for change in the school system are crucial in education. Educational change is a variation or deviation from educational policy, practices, objectives or methodology in the school system. Change means moving from one stage that might be obsolete or undesirable to better off state that can add value and improvement to humanity.

In other words, technology, social and economic and political factors are classified as forces and agents of change and innovation in educational system. Whenever change and innovation occurs, people are bound to be satisfied. Fundamentally, education is all about skill acquisition, knowledge and values therefore, if the educational system is not responding to change, it automatically triggers change and innovation. It is consequent upon this that this paper is aimed at investigating the forces and agents responsible for change and innovative educational system in public senior secondary schools in Ogba/Egbema/Ndoni Local Government Area of Rivers State. The prospects of educational change and innovation include transformation of society, professionalization of teaching and efficient use of resources respectively.

The paper is aimed

- To determine whether technological development influences change and innovation in public senior secondary schools in Ogba/Egbema/Ndoni Local Government Area, Rivers State of Nigeria.
- To investigate whether political development influences change and innovation in public senior secondary schools in Ogba/Egbema/Ndoni Local Government Area, Rivers State of Nigeria.
- To determine whether social and economic development influence change and innovation in public senior secondary schools in Ogba/Egbema/Ndoni Local Government Area, Rivers State of Nigeria.

Research Questions

The following research questions are formulated to guide the study:

- To what extent does technological development influence change and innovation in senior public secondary schools in Ogba/Egbema/Ndoni Local Government Area, Rivers State.
- To what extent does political development influence change and innovation in senior public secondary schools in Ogba/Egbema/Ndoni Local Government Area of Rivers State.
- To what extent does social and economic development influence change and innovation in Ogba/Egbema/Ndoni Local Government Area of Rivers State.

Hypotheses

- There is no significant relationship between technological development on change and innovation in senior public secondary schools in Ogba/Egbema/Ndoni Local Government Area, Rivers State.
- There is no significant relationship between political development on change and innovation in senior public secondary schools in Ogba/Egbema/Ndoni Local Government Area, Rivers State.
- There is no significant relationship between social and economic development on change and innovation in senior public secondary schools in Ogba/Egbema/Ndoni Local Government Area, Rivers State.

THEORETICAL FRAMEWORK

The theoretical framework is based on the diffusionist theory of social change propounded by Rogers (1997) that upholds the view that change occurs in a given society through borrowing, acculturation and assimilation which for instance in the process of diffusion, a weaker culture is eventually absorbed by a stronger culture. Therefore, structurally the weaker culture becomes dominated and assimilated by the stronger culture wherein a new status quo comes into existence to be practiced by the people.

In other words, acculturation implies the meeting of two existing and distinct cultures wherein, changes occur in the structural patterns of either or both the interacting cultures. According to Rogers (1997) cited in Kpee (2015), that innovation refers to any idea, practice or project perceived as being a new comer in any social system even if such concept had been in use long time ago. He further stated that innovation is primarily about change, a shift from the norms and everyday practice. This is further illustrated as people travel from place to place, they interface with other people and their cultural traits that may be in form of beliefs, values, attitudes, philosophies, customs, norms, ideas, languages and technology.

On the other hand, change and innovation could occur through cultural borrowing from one organization or society to the other. The mass media has tremendously influenced change and innovation through the process of acculturation in the education system. For instance, the 6-3-3-4 system of education and the presidential system were borrowed from the United States of America. Change through the diffusion of ideas and culture from one society to another or from one social institution to another is a universal phenomena. There is no society in the world that is entirely isolated from external influences capable of activating social change.

CONCEPTUAL REVIEW

Change and Innovation

Change, innovation and reforms have often been used interchangeably as though synonymous in nature. Agabi (2002) opines that change connotes something different from what used to be or a variation or deviation in educational policy, practices, objectives or methodology from what it used to be.

Education is all about acquisition of skills, knowledge and values, therefore, change depends on the implementation of policies as planned in the educational system. Basically, the ultimate goal of change is to remove limitations on educational system to ensure that the entire system, human behavior and organizational structure or system is changed for a new dimension. In other words, it is aimed at changing the attitude of the people in the entire system which includes the teachers in the educational system and managers in organization, be it private or public.

For change to be effective, it has to improve on the existing status quo intended to be changed. This implies that it must be positive, quantitative or qualitative in educational system. While on the other hand, innovation simply put is to positively plan and programmed to ensure the achievement of the defined educational goals.

Agabi (2002) stated that educational innovations are planned changes in the educational objectives, policies, programmes, methods or practices with the intent of improving educational

goal achievement. Fadipe and Adepoju in Babalola, Ayeni, Adedeji, Suleman & Arikewuyo (2006) opine that innovation is purposeful, organized, risk-taking change introduced for the purpose of satisfying economic wants and resulting in increased productivity. This implies adapting to the new conditions but creating new conditions and it is an important concept in policies, goals, organization, marketing and communication as it is in the technological areas of product and process.

It is imperative to note that whenever an innovation process is comprehensive or all embracing, it assumes the status of a reform. Abeh (2017), states that innovation is a process that creates knowledge, which is collected, shared and integrated. He further opines that, it takes the form of new technology or new product or services. Innovation is synonymous with change that can be integrated or incremental denoting a deviation from an existing status quo that is more comprehensive and sustainable.

On this premise, educational reform is comprehensive and positive in content, goals, policies, practices with greater intent to induce improvement to achieve intended educational goals. Change is systematic, meaning that it target at planning educational policies and programmes, to improve on the existing status quo whereas, internally it becomes comprehensive, skillful and visionary.

Obviously the educational institutions are growing tremendously wherein an improved existing status quo is harmonized with management skills transferring science and technology into goods and services for use of humanity. Adepoju and Okaniyi (1999) opines that educational reforms and innovation are synonymous with injection of new ideas, methods and techniques or strategies into educational system so as to improve both internal and external efficiency and arrangement of the system and more of development-social, cultural, political, economic and technological.

Change and innovation implies a new order translated to conform with the challenges deposited by an existing status quo being technological development and in other words improve on the quality of the system. Adepoju (1999a) opines that change and innovation are probably two major concepts that must be built into an organization or system that is aiming at standing the test of modern period when dynamism is vastly replacing conservatism. Change is therefore, inevitable but with major challenges wherein such modern organizations are faced in creating an atmosphere where rapid and meaningful improvement is possible.

Change and innovation intend to optimize improvement in the educational institutions with priority placed on structure, curriculum content and context with consideration and reliance placed on the methods of imparting knowledge and skills by teachers or instructors on the people generally in the school system. Societies world-wide have undergone tremendous changes resulting from science and technology, social-economic, political developments respectively. Change is classified into planned and unplanned such that planned change is the design and consequential implementation of a structural innovation, new policy or goal or a change in operating philosophy, climate or style whereas, innovation occurs in two forms as opined by Fadipe and Adepoju in Babalola et al. (2006) to include:

- Exploration and improvement with certain limit or parameter; and
- The questioning, testing and establishment of the parameters themselves.

These may be in form of change in design, product, packaging, price or marketing strategy, new knowledge, techniques, skills, organization or policy and insurance policy. It is a settled

principle of change and innovation in education to put into consideration the following before adopting new ideas or techniques in education. These include; cost, technology factors, availability of support materials, simplicity of implementation and innovation system.

Rationales for Change and Innovation in Education

Educational institutions world-wide have experienced series of upheavals thereby making change and innovation inevitable in the world. This can be specifically illustrated in Nigerian educational system wherein the programmes initiated or introduced are targeted as a major force responsible in shaping the desired educational objectives, curriculum and methods to be applied to achieve the set educational goals. According to Adepoju (1998), that the most common reasons or need for introducing reform and innovation or a change programme into the Nigerian educational structure, curriculum and methods include:

- Need to improve on the standard: This implies the need to identify a better and more improved process from public outcry or conflict in educational system due to educational decline. In other words, Nwikina (2016) opines that the main assumption of this is that all humans have basic needs by which they seek to fulfill and that the denial and frustration of these needs by groups or individuals could affect them immediately or later, thereby leading to conflict.
- Future expectation: Change and innovation may be necessary when there is an indication of future expectation of educational system.
- Exogenous factors: When this situation arises, the system is bound to be influenced for a change in the educational system.
- Achievement-inclined: This allows for a positive change and is often made effective by educational administrators in the educational system that weighs improvement in teaching-learning situations or processes in the school system.
- Creativity: This is an educational change and innovation precipitated by the desire of the members of staff to engage in creativity thereby introducing new ideas that could be beneficial to the individuals and schools.

Management of Change in Education

Oredein in Babalola and Ayeni (2009) opines that change management is a structural approach to change in individual, teams, organizations and societies that enable the transition from a current state to a desired future state. He further maintained that change management provides a framework for managing the people's side of these change at an organizational level.

Fadipe, Taiwo and Adepoju in Babalola et al. (2006) states that society is undergoing a profound structural revolution characterized by multiple and basic change in economics, social and political institutions. That the new forms that emerged will be shaped in considerable part by management's skills in managing change and its ability to master the process of innovation through which science and technology are transformed into goods and services. It is imperative to note that organizational behavior is to examine certain processes forming patterns of operations in a given organization and consequently, how relevant measures could be maximally utilized for effective and efficient achievement of organizational set goals. Alimba in Babalola

and Ayeni (2008) states that what is essential to sustain an organization, no matter the type of change being experienced is the potency of its adaptive capacity.

Agents of Change

Huang and Mark (1999) identified a change agent as a person who has the clout, the conviction and the charisma to make things happen and to keep people engaged. They further explained that change agents must have certain strategies such as understand but not to participate in an organization politics, must be able to deconstruct an organization or process to restore same with innovations, be a keen analyzer that can defend his analyses purposefully. In the same vein, change agents include individuals, groups, organizations, political, technology and socio-economic. These agents challenge an existing status quo to effect a change in the educational system or society generally. In other words, individuals implement change and consequently, change targets to improve on the culture, technology and content in the educational institutions.

Factors Responsible for Change and Innovation in Education

Factors that cause change in any organization are referred to as change drivers because of their potentials to motivate organizational leaders to change an existing structure. Nwachukwu in Babalola and Ayeni (2009) identified culture, society, politics, economics, technology and internationalization as factors in the environment bringing about changes. He further opined that the greatest change in this context inducing change phenomenon is globalization. In the same vein, Adelabu in Babalola and Ayeni (2009) noted that globalization has implication for wide spread systemic change and innovations in all aspects of education, from curriculum to teacher preparation, institutional structures, school calendar and teacher certificate. It is obvious that changes that occur in government policies trigger change in the sense that changes in the policies of government lead to changes in the educational system. Other factors responsible for change in the educational system include external factors such as financial intervention of international organizations like UNO, AU, Common-Wealth arising from fund raising and donation of materials when necessary.

Relevance of Educational Innovation

Educational innovation is relevant in schools globally. These factors according to Nwankwoala (2016) include:

- **Societal transformation:** Structurally, education proffers solutions to societal problems for making the economy of a country be self-reliant and functionally educated and productive youths in line with the planned curriculum of skill acquisition and work oriented programme.
- **Professionalization of teaching:** Transitionally, educational changes have moved from the traditional method to a more modernized method of teaching and learning as the quality of teachers, teaching materials, methods have considerably improved and impacted on educational goals, economy, values and aspirations of the nation.
- **Effective and efficient uses of resources:** Educational programmes have been designed not to be dependent as such programmes like commercial farming programmes,

integrated tools, rentage of school halls and other school facilities such as hand work projects, appeals to social organizations, non- governmental organizations, philanthropic bodies, launching of school magazines have been introduced and self sustaining thereby, making the schools not to totally rely on government and communities for assistance.

METHODOLOGY

Descriptive survey research design was adopted in this study. The population of the study consisted of teachers in public secondary schools in the area totally 419 (PPSB, 2017.) The sample of the study consisted of 419 secondary schools teachers. This is because the study adopted census study (in school study, the population is also used as sample.) The instrument for data collection will be an instrument designed by the researcher and titled “Forces and Agents of change and Innovation Questionnaire (FACIQ). The instrument consisted of 20 items. It is patterned along Likert scale of strongly Agree (SA) = 4, Agree (A) = 3, disagree (D) = 2 and strongly Disagreed (SD) = 1.

RESULTS

Research Question One

To what extent do technological development influence change and innovation in senior public secondary schools in Ogba/Egbema/Ndoni Local Government Area?

Table 1: Technological Development and change and innovation

S/N	Items	N	Responses		
			\bar{X}	SD	CM
1.	Technology can result to change and innovation in education.	419	3.15	1.02	2.5
2.	Policy makers always incorporate technology while making policy	419	2.98	0.94	2.5
3.	Without technology a people will be left behind	419	2.91	0.87	2.5
Grand mean		419	3.01	0.96	2.5

Data in Table 1 revealed that the grand mean ($x = 3.01$) is \bar{g} reater than the criterion mean (2.5). Thus, the result is that technological development to a great extent influence change and innovation in the area.

Research Question Two

To what extent does political development influence change and innovation in senior public secondary schools in Ogba/Egbema/Ndoni Local Government Area?

Table 2: Political development and change and innovation

S/N	Items	N	Responses		
			\bar{X}	SD	CM
1.	The political development in the country influence change and innovation	419	2.65	0.63	2.5
2.	Policy makers consider political development in secondary schools	419	2.96	0.91	2.5
3.	The government in place determines policies in secondary schools	419	2.88	0.83	2.5
Grand mean		419	2.83	0.78	2.5

Data in Table 2 showed that the grand mean ($\bar{x}=2.83$) is greater than the criterion mean (2.5). Thus, the result is that political development to a high extent influence change and innovation in the area.

Research Question Three

To what extent do social and economic development influence change and innovation in public senior secondary schools in Ogba/Egbema/Ndoni Local Government Area?

Table 3: Social and Economic Development and Change and Innovation.

S/N		N	Responses		
			\bar{X}	SD	CM
1.	Social development enhances change and innovation in secondary schools	419	2.89	0.83	2.5
2.	Economic development influences change and innovation in secondary schools	419	2.61	0.58	2.5
3.	The behaviour of people in the country influence change and innovation	419	2.82	0.79	2.5
	Grand mean	419	2.77	0.74	2.5

Data in Table 3 revealed that the grand mean ($\bar{x}=2.77$) is greater than the criterion mean (2.5). The result is that social and economic development to a high extent influences change and innovation in public senior secondary schools in the area.

Hypotheses one

There are no significant mean differences between the responses of male and female teachers on the Influence of technological development on change and innovation in public senior secondary schools.

Table 4: t-test analysis of the responses of the male and female teachers on the influence of technological development on change and innovation

Gender	N	\bar{X}	SD	Df	Calculated t value	Critical t-value	Remark
Male teachers	202	2.85	0.82	417	0.12	1.96	Not significant
Female teachers	217	2.74	0.71				

Data in Table 4: indicated that the calculated t-value (0.12) is less than the critical t value (1.96) at 0.05 level of significance. The null hypothesis is accepted while the alternate hypothesis is rejected. The result is that the mean differences of the responses of male and female teachers in public senior secondary schools on the influence of political development on change innovation does not significantly differ.

Hypotheses Two

There is no significant mean differences between the responses of male and female teachers on the influence of political development on change/ innovation in public senior secondary schools.

Table 5: t-test analysis of the responses of male and female teachers on the influence of political development on change and innovation

Gender	N	\bar{X}	SD	Df	Calculated t value	Critical t-value	Remark
Male teachers	202	2.79	0.74	417	1.31	1.96	Not significant
Female teachers	217	2.66	0.61				

Data in table 5 revealed that the calculated t value (1.31) is less than the critical t value (1.96) at 0.05 level of significance. The null hypothesis is accepted while the alternate hypothesis is rejected. The result is that the mean differences of the responses of male and female teachers in public senior secondary schools on the influence of political development on change and innovation does not significantly differ based on gender.

Hypotheses Three

There is no significant mean differences between the responses of male and female teachers on the influence of social and economic development on change and innovation public senior secondary schools.

Table 6: t-test analysis of the responses of male and female teachers on the influence of social and economic development on change and innovation

Gender	N	\bar{X}	SD	Df	Calculated t value	Critical t value	Remark
Male teachers	202	2.83	0.78	417	0.94	1.96	Not significant
Female teachers	217	2.71	0.63				

Data in table 6 indicated that the calculated value (0.94) is less than the critical t value (1.96) at 0.05 level of significance. The null hypothesis is accepted while the alternate hypothesis is rejected. The result is that the mean differences between the responses of teachers on the influence of social and economic development on change and innovations in public senior secondary schools does not significantly differ based on gender.

DISCUSSION

The result of research question one (Table 1) shows that technological development to a very great extent influences change and innovation in the area. This technology brings change and innovations, policy makers incorporates technology while making policy and without technology a people will be left behind. While t-test analysis was applied, there was a significant mean difference in the responses of teachers on the extent to which technological development influences change and innovation based on gender (Table 4). This result agrees with Fabumni (2005) that technological development influences change and innovation in secondary schools.

The result of research question two (Table 2) indicated that political development to a high extent influence change and innovation in the area. When t-test analysis was applied, there was no significant mean difference in the responses of teachers on the extent to which political development influences change and innovation based on gender (Table 5). This result means that political development influences educational policies in secondary schools. This result agrees

with Afet (2003) that political development influences change and innovations in secondary schools.

The result of research question three (Table 3) shows that social economic development to a high extent influence change and innovation in the area, when t-test analysis was applied, there was no significant mean differences in the responses of teachers on change and innovation based on gender (T-able 6). The result shows that social and economic development enhances change and innovation in secondary schools. This result agree with Pfahi (2003) that social and economic development influences change and innovation.

CONCLUSION

The study investigated the forces and agents responsible for change and innovation in education in public senior secondary schools in Ogba/Egbema/Ndoni Local Government Area, Rivers State of Nigeria.

The teachers were used as a case study with three research questions and three hypotheses formulated in the study and the results indicated that there is no significant mean differences on the responses of male and female teachers in public senior secondary schools in Ogba/Egbema/Ndoni Local Government Area, Rivers State on the influence of technological, political, social and economic developments on change and innovation in education.

Recommendations

- Change and innovation in educational system should be accepted by the society as planned change and innovation are often not accepted by the public or certain group or interest groups such as employers, employees, students, teachers, parents, government, administrators basically for fear of the unknown, lack of adequate information, threat to people's life-wire, threat to power base of those in power, fear of possible failures in the change process and reluctance to let go accustomed practices.
- Change and innovation should conform with educational objectives, contents, methodology, organizational and management in order to achieve the intended desired educational goals as it covers all aspects of education.
- Change and innovation in education should be planned to address the required new knowledge, skills and techniques as pressures arising from socio-economic and political changes demands new values, technologies, skills and knowledge for effective and efficient re-organization in the educational system.
- Priority be placed by educational administrators on cultural factors in schools or educational organization as role of indigenous cultural factors becomes inevitable for successful school administration.
- The intended change and innovation should provide the society or educational system with the much needed individual required saleable skills and productivity consistent in theory and practice.

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