Effective Management of School Resources Implementation by Administrators and Planners in the Era of Globilisation: ICT Change and Innovation Option

John Oluyemi EGBEBI Ph.D & Fatima Asabe KERA Ph.D
Department of Educational Foundations and Curriculum,
Educational Administration and Planning Section,
Faculty of Education, Ahmadu Bello University, Zaria

Abstract
The world is now globalized with new trends and approaches towards solving educational challenges associated with school resources policy implementation. The old order and management approaches of managing schools need change and innovation for positive enhancement of learning achievement. Information and communication technology (ICT) without mincing words brings a lot to assist educational administrators and planners who hardly have the in-debt knowledge of significance of ICT to implement education policies in school below tertiary institutions in the bid to meet standard as a frame work for quick decision making process. Faint orientation is known about the procurement and usage of ICT equipment, facilities and internet to facilitate and enhance school programmes of activities both academic and extracurricular activities in order to ease the bottleneck of school administration for the attainment of goal. This paper hence examined effective management of school resources policy implementation by administrators and planners in the era of globalization by the application of ICT change and innovation option. The paper concludes and recommends that continued capacity building of school managers on ICT networking to facilitate functional, prompt and quick decision making should be done through workshop, seminars and conference attendance among others to infuse ICT change as agent of innovation on school resources.

Keywords: *Policy implementation,* Innovation, Change Management, School resources, and Globalization.

Introduction
A wave of pace of change in the age of globalization and technological advancement are creating new marketing forces to survive and thrive in an environment requires innovation. Innovation not only creates value for the benefit of individuals, organizations or society, but innovation must seek intelligent solutions to overcome and predict an uncertain future. Today, political leaders, business leaders and even educational leaders in all schools exclaim to innovate, inspire in an effort to improve the quality of education, because by innovating, leaders can motivate and contribute to the implementation of the organizational goal in a systematic and scientific way in order realize goal properly (Lee, 2015). The primary focus of educational innovations should be on teaching and learning theory and practice, as well as on the learner, parents, community, society, and its culture. All that is needed to be done are contained in the institution policy document to give direction to managers in school organizations.

Globalization holistically means the supposed to be the best practices all over the globe. It is expected of every nation to emulate the accepted workable practices. According to advance learner's Dictionary, it means the process of going to a more interconnected world which ICT satisfies. Schools and colleges being the integral aspect of non-human resources could never function on their own volition because it is impossible for them to function without human resources that will put them to use. The modern tools to work by the workforce in schools below tertiary institution are ICT internet, facilities and equipment. School managers and administrators as leaders are prime movers of non-human resources for the smooth planning and organisation of both human and non-human resources in a systematic way within the formal school system in order to attain goal (Nwankwo, 1987).

School is a system and it has several interrelated parts which cannot function alone (Acato, 2006). If a system is not changing, it means the inter-related parts are not functional hence affects the innovation that expected to manifest (Wilson and McPake, 1998 and Maguire, 2000).The past decade has been a period of rapid changes in terms of curriculum and school management. According to the National Institute for Educational planning and Administration, NIEPA, (2012) stakeholders in schools should aspire to guarantee quality assurance in schools through the diagnosis of three major aspects of educational quality indicators: quality of the input, quality of the process and quality of the output which requires continuous changes. Change and innovation must have something to do with the development identified by school planners and administrators within the frame work of education policy on human and non-human resources within the school organizations.

It is not expedient for the school administrators to ignore ICT Change management and Innovation on school policies in light of the core values such as honesty, collective responsibility and respect for dignity of labour and constituted authority, sustainability of the culture, probity and accountability in schools. ICT Change that promotes Innovation for the dictates of the modern trends has to be introduced by the school managers for the accomplishment of goals. The education imbalances of the past ages in Nigeria should not be allowed to stand as a continuous plague to our education system (Nzoku, 2011). Successful and sustainable managers cannot function efficiently and effectively without the proper usage of the available part of non-human resources on human resources by the application of information technology networking to achieve the philosophy of education in Nigeria. This signifies the global framework in developed and developing economy worldwide. Management of data in and outside the school system is required to get the right records of day to day activities on learners' enrolment, school population, attendance, budget, school plants/building, equipment, materials and general resources.

According to Federal Republic of Nigeria, FGN (2014), school managers and administrators include the Teachers, Heads of Departments/units, Assistant Head teachers, Principals, other non-Teaching Staff, Parents, Traditional rulers, Religious leaders, old Student Association and other opinion leaders/stakeholders. The involvement of the stakeholders using ICT in promoting learners access to education, provision of quality and accurate infrastructures, facilities, preparation of school plants for implementation, monitoring school development, school budget preparation,

gathering relevant data on learners' population, rendering weekly/monthly/yearly statement of account, income and expenditure, transmitting skills, knowledge, values and tradition of the community (Egwu, 2009). Infusion of ICT and the subsequent innovation thereafter could assist school administrators and planners to achieve the content of the policy with ease of operations during implementation. Data generated by primary and post primary institutions are enormous and thus requires ICT innovation and change in education policy implementation by the school managers and administrators for relevance and efficiency.

Imam (2012) observes that the post-independence period till the present time has been characterized with attempts to redefine, formulate and experiment educational aims, goal, policies and programs that are focused at making education more responsive to the needs and aspiration of individuals and society. The essence of these changes and innovations is to promote self-awareness, enhance economic productivity, and instill political consciousness and national awareness among Nigerians. In this regards, automation and computers could facilitate data storage and retrieval at a very fast pace, while communication could allow teachers to employ technology in teaching and learning process and facilitate learning achievement. The world is turning into small electronic village (Njoku, 2011). School administrators and planners provide the right leadership using technology for the facilitation of the process through ICT change and innovation. Leadership that involves the participation of all stakeholders to achieve goal as contained in the national policy on education, most especially at the school level management is an indispensable one in managing schools for effectiveness.

According to Zekan, Peronjab, and Russo (2012) revealed that leadership is someone who has the ability and inspire, guide his subordinates effectively, and implement programmes that have been established together in advancing education into a quality school education and synergize to innovate. Today's tool for that innovation will be the advancement of technology in the policy implementation of school resources. As people that has concern for education move around the world, exchange information, principles and practices of education of other countries are inevitable, thus this exerts changes on the local system of education service delivery in schools as the global influence of certain countries increases, issues facing each of all developed and developing countries will also be issues for all (Mulfold, 2008).

The pace of technological advancement has increased exponentially in recent times. For example, increase in bandwidth has led to a rise in internet-based services and access to video and television has increased (Gilbert, 2006). Costs associated with hardware, software and data storage has decreased resulting in opportunities for near-universal access to personal, multi- functional devices, smarter software integrated with global standards and increasing amount of information available online especially search engines (Harris, 2006). Hand – held mobile telephone has become al purpose device with multiple functions, and it is revolutionizing thinking and interaction patterns around the world. This paper thus examined effective management of school resources policy implementation by administrators and planners in the era of globalization using ICT as a change agent for the right innovation option. The management techniques of school managers by the application of ICT with reference to Education Management Information Systems in their school location for whole school development.

Role of ICT as Tool for Innovation in School Administration

Gwang, (2009) dictates the following five components of ICT as a tool for innovation in schools:

1. It is seen as a subject (i.e computer studies)
2. A tool of innovation in teaching and learning process (i.e digital content, multimedia, teaching-learning methods, learning environment);
3. ICT as an administrative management tool (i.e Education Management Information System – EMIS) and the benefits of its infusion in school general management;
4. Expansion of learning opportunity (i.e distance learning and e- learning) and ;
5. ICT as a facilitator of higher- order thinking skills (i.e learner- centered self-directed learning, tailored learning).

Relevance of ICT as an Administrative Tool for School Administrators and Planners

The global dictate on ICT as an administrative tool for school administrators and planners demands that they are to seek for the awareness, search for the knowledge and apply the knowledge, skills and ability gained on same to all forms of school instructional and administrative leadership functions. Nwaokwa and Okoli, (2012) maintained that any office staff of today that is not conversant with the usefulness of ICT will slow down the goal of the school organization.

 Major relevance of ICT according to Okute (2001) is stated as follows:

1. Use of electronic computer and computer software to convert store and protect, process transmit and retrieve information.
2. Message transmission is no longer a tedious process, but it speed up consideration for the exigencies of time and space; using computerized system to carry out many activities and also to achieve their institutional goals. Such activities include, conducting research, conducting examination for students (e-exam), course registration, online-application for prospective student, student hall allocation, school fee payments, typing of question papers, keeping of student records, keeping of staff records, result typing and processing, sending and retrieving information to other institutions to mention but few.

An Overview of Change Management and Innovation in Nigeria Education

The world is dynamism implies that the world is changing. If the world is static, perhaps, the world change would not have been an issue as a concept. There is this prevalence of numerous changes in the four walls of classroom: exploded learners' population; inadequate instructional school plants and facilities; inadequate teaching personnel; and most importantly inadequate/lack of Information and Communication Technology related devices in schools. According to Njoku and Adeyemi (2006), the primary reasons for the problem that school organizations often face is failure to anticipate or respond properly to changing circumstances.

The demand of the changing world coupled with competitive spirit and globalization has impacted organisations generally to make adjustments which are changes in their nature. Robbins (2003) opined that change simply means making things different and planned change is change activities that are intentional and goal oriented. In the opinion of Afeti (2003), change is giving up old ways of doing things. This implies

the introduction of new methods of doing things which are cherished and superior to the old ways that eventually holds innovation in place. Bassey (2009) while discussing change management in education defines change as any alteration or modification in the structure or technology of institutions and in the ways those organizations' personnel behave.

National Institute for Educational Planning and Administration, NIEPA (2011) perceived change as a shift from what use to be; the introduction of something new; an amendment; a rearrangement, a reformation; an improvement, an alteration; reengineering; revamping; restructuring; reconstruction; transformation among others. The school leadership in charge of policy implementation hence, ought to take advantage of this development to bring about changes in the updates of learners' records on school yearly enrolment figures using technology. Take for instance, initiative of head teachers having a network of computers to register learners. Innovation is conceptualized as a sort of change. Fadipe and Adepoju, (2006) maintained that innovation is purposeful, organized, risk- taking change introduced for the purpose of ensuring efficiency and increased productivity. Innovation does bring about improvement over and over again.

There can never be an innovation without a change. Consequently, what is seen and thought to be the best can only be so for a while before it is replaced by another as a result of change impetus. Moreover, ideally, excellence is never attained as what is thought to be excellent until it is overtaking by a new output. Hence Adepoju (2007) recommends that as a result of increasing complexities in school organizations in the face of stiff completion among them, changes that will lead to innovations should be incorporated into every organization.

In education, historical antecedents are marked by improvements in various aspects. The year 1842 witnessed the formal introduction of western education in Nigeria - a step further than traditional education. The first national curriculum conference (NCC) in 1969 awaked the consciousness of Nigerians to improved curriculum in schools (Fafunwa, 1974). The First National Policy in Education 1977 with its revisions up to 2014 policy gave Nigeria a sense of direction in education; the Universal Basic Education (UBE) with Education for All (EFA) and Millennium Development Goals, in turn, extended the frontiers of education in many respects not minding their associated challenges. These landmarks in education development represent changes that are expected to lead to without which improvement would have been achieved by school administrators and planners in Nigeria.

The Mangers of Education in the Application of ICT Facilities and Equipment.

The twenty first century appears to have witness unparalleled avalanche of changes and innovations. Rajput (2001) affirmed this assertion by pointing out that change is visible everywhere in a magnitude never experienced or visualized ever before. The Information Communication Technology (ICT) would handles networking, partnership, team building, energy utilization, business transaction of varied dimensions, conflict resolution and the like with ever increasing simplicity and simplification, all to the advantage of school leaders who are the implementers of policy. The education system being a major industry in the world has been experiencing this fast and high magnitude of change in all aspects. Supporting this view, Alimba (2009) noted that the educational system being a major social institution in countries of the world is ought to

experience the dynamic process of change , adding that change is constant and it exists in every facet of the educational system influencing its level of productivity and growth.

Conclusion

So far, the discourse of the paper has beam light on the ICT change that brings innovation which could be introduced by the education administrator and planners through the application of computer to gather data on school children, school staff, and data on curriculum, school materials, plants and facilities among others will bring about updated and quick decision making for the process of goal attainment. Most school administrators are having phobia for computer to gather relevant data for the development of the schools. This development is expected to help administrators of schools below tertiary institutions to possess adequate skill and competencie in the era of globalization for school growth and development. Keeping of adequate school records through the use of computers will facilitate the process of decision making in schools. NEMIS and EMIS technology/package for instance may assist he modern school manages and administrators to gather, process, retrieve data and attain goals in their school location for whole school development to replicate best practices.

Recommendations

Having discussed extensively on the use of ICT as an innovative tool and powerful weapon in the hands of school planners and administrators for the attainment of relevant standards in schools regarding policy implementation. The following suggestions were made to bring about an improved education services delivery for school administrators.

1. There should be continued capacity building for school managers on ICT networking to facilitate quick decision process making through workshop, seminars and conference attendance.
2. Schools should be funded adequately to put in place both human (school stakeholders) and non-human (computers and internet facilities) for whole school management development.
3. Internal school administrators such as head teachers and principals and their assistants and remote managers like Ministry of Education Officials, state Universal Basic Education officials among others should ensure compliance with the use of relevant and reliable data on time and maintain the supply chain from in and outside the schools organization. Technology should be employed to achieve this development.
4. Commitment and political will should be accorded by government of the day to school administrators to procure, supply and install computers and internet facilities in schools.
5. School planners and administrators should use their initiative in looking for support of philanthropists and or international donor agencies to supply computers and internet facilities in schools. This will offer helping hands to the government in the funding of education since school resources are enormous.

References

Adegbesan, S. O. (2014). Assessing internal efficiency in school organisation. Paper Presented at the July, 2014 Directors Of Planning, Research and Statistic. *National Institute for Educational Planning and Administration*, Ondo, Nigeria.

Adepoju, T.L. (2017). Educational reform in Nigeria. A paper presented at *a training workshop for junior school principals by Oyo State Universal Basic Education Board and State Ministry of Education Ibadan* between January 10 – 12 at Yejide Girls Grammar School, Ibadan

Afeti, G. (2003). Promoting change and innovation in tertiary education: *The Experience of Ho Polytechnic, Ghana. A paper presented at Regional Conference on Improving Tertiary Education in Sub Saharan Africa:* Things that work. September 23-25, Accra, Ghana.

Alimba, C. N. (2006). Managing change in education'. *In J. B. Babalola and A.O. Ayene (eds)Educational Management: Theories and tasks.* Ibadan. Macmillan Publishers Nigeria Limited.

Acato, Y. (2006). *Qaulity assurance vital*. New Version, University guide 2006/2007.

Bassey, U. U. & Achibong, I. A. (2009). Planning and managing universal basic education (ube) at primary school level in Cross River State. *In Nwagu, N.A. Ethinametalor, E.T;; Ogunu, M. A. & Nwadiam, M. I. (eds) Current Issues in Educational Management.* Benin: Ambik Press Ltd: 13-23.

Nwaokwa, E. & Okoli B. E. (2012). Information of communication technology on the influence performance of secretaries in government ministries in Nasarawa state, North- Central Nigeria. *Research Journal of Information Technology*, 4 (3): 93-97.

Okute, A. L. (2001). Impact of information and communication technology on the nigerian business environment: Implication for business educators.

Egwu, S. (2009). Leading school in time of change. *In Day, C., Harris, A., Hardfield, M., Tolley, H., & Beresford, J,. (2000).* Buckingham; Open University Press

,
Fadipe, J. O. & Adepoju J. L. (2009). Change and information process in formal organizations. *In J. B. Babalola and A.O. Ayene (eds) Educational Management: Theories and Tasks.* Ibadan. Macmillan Nigeria Publishers Limited.

Fafunwa, B. ((1974). *History of education in Nigeria.* London: George Allen and Unwin ltd.

Federal Republic of Nigeria (2004). Universal basic education. *A flagship programme of the federal government of Nigeria.* Abuja: Universal Basic Education Commission

Federal Republic of Nigeria (2007). *The 9- Year Basic education curriculum at a glance*. Abuja: NERDC.

Federal Republic of Nigeira. (2014).*National policy on education*. Lagos. NERDC Press.

Gilbert, C. (2006). 2020 Vision: *Report on the teaching and learning in 2020 review group. Nottingham:* department for Education and Skills. Retrieved on 14th August, 2011 from htt://www.co.manspco.ukperluzun/tutorial.

Gwang-Jo, K. (2009). ICT in education: issues and questions. Global symposium on ICT in education. *Co-organised by the world bank and the Korean Ministry of Education, Science and Technology (MEST),* November 9-11, 2009,Soul, South Korea. Retrieved from?

Harris,G. (2006). The future of public primary school education in United States, San Francisco: GBN *Global Business Network*. Retrieved on 14th August, 2016 from htt://www.coe.mt.

Imam, H. & Dada, S. M. (2011). Examining the effectiveness of change and innovation management by secondary schools' principals in the federal capital territory of Nigeria. *Nigerian Journal of Administration and Planning* (NJEAP). Vol. 11 (2)

Imam, H. (2012), Educational policy in Nigeria from the Colonial era to the post-independence Period. *Italian Journal of Sociology of Education,* 10(1), 181-204. Retrieved from http://www.ijse.eu/index/.php/ijse/article/view/142 on 12/09/2018.

Lee, S. (2015). The age of quality innovation. *International Journal of Quality Innovation*,1(1), 1-9.

Maguire, C. J. (2000).Agriculture Education in Africa: Managing change. Prepared for workshop 2000 Sponsored by the Sasakawa African Association Accra and Cape Coast Ghana. Retrieved on 14th August 2011 from Wikipedia free encyclopedia.

Njoku, A. C. & Adeyemi M. (2006). Emerging issues in organizational management: Thinking beyond the 21st Century. *NIEPA Publication*.

Njoku, A. C. (2011) Participatory approach to learning: An innovative leadership challenge of school administrators at NIEPA'. *In Nigerian Journal of Research in Education, Humanities, Arts and Contemporary Issues,* 2(2).

Nwankwo, J. I. (1987). *Educational administration*: *Theory and practice*. Ibadan. Bisi Books Ltd.

NIEPA. (2012). Manual on visioning and strategic management training. Training materials on school development planning for managers. *National Institute for Educational Planning and Administration, Ondo, Nigeria.*

Rajput, M. (2001). *Educating school leaders*. New York: The Education School Project. Retrieved 14th August, 2016 from htt://www.enq.eu.com

Robbins, S. (2003). *Organizational Behaviour;* New Jersey: Pearson Educational Inc.

Wilson, V. & Mcpake, J. (1998). Managing change in small primary schools. *The Scottish Office logo Education and Industry Department. Educational research Unit.* Retrieved on 14th August 2011 from http://www.hmis.scotoff.gov.uk/riu.