The Relationship between Style of Administration and Educational Innovation in Public Universities in Nigeria

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Abstract: This paper, focused on innovative practices in university administration. The purpose of this paper is to present an analytical review on the relationship between the style of administration and the educational innovation in public universities in Nigeria. It outlines classification of innovations, discusses the hurdles to innovation, and offers ways to increase the scale and rate of innovation-based on administration and transformations in the education system in public universities. The concepts of administration and innovation are discussed. Types of innovation, areas of innovative practices, rationale and challenges of implementation of innovations in universities were treated A long standing debate among researchers is whether and how style of administration affects the quality of education. Often missing from the discussion is information about the costs of providing education in public Universities. The paper is based on a literature survey and author research. It was found out that education needs effective innovations of scale that can help produce the needed high-quality learning outcomes across the system. Technology applications need a solid theoretical foundation based on purposeful, systemic research, and a sound pedagogy. The paper proffered some recommendations on the way forward.

Keywords: Style of Administration and Educational Innovation, Public Universities

Introduction

Education is the key that unlocks the door for the development of any nation. It is the instrument that facilitates political, economic, social and technological development of a country. For education to play its key role on the transformation of a nation, it needs to be adequately and effectively planned because a faulty educational planning can jeopardize a country's development for decades. Education, being a social institution serving the needs of society, is crucial for society to survive and succeed, (Crichton, (2015). It should be not only comprehensive, sustainable, and superb, but must continuously evolve to meet the challenges of the fast-changing and unpredictable globalized world. This evolution must be systemic,

consistent, and scalable; therefore, school teachers, college professors, administrators, researchers, and policy makers are expected to innovate the theory and practice of teaching and learning, to ensure quality preparation of all students (Accuosti, 2014).

USA success has always been driven by innovation and has a unique capacity for growth (Zeihan, 2014). Nevertheless, it is indeed a paradox: while the USA produces more research, including in education, than any other country like Nigerian Universities, (Watch, 2019). We do not see much improvement in the way our students are prepared for education. The USA can be proud of great scholars, such as John Dewey, B.F. Skinner, Abraham Maslow, Albert Bandura, Howard Gardner, Jerome Bruner, and many others who have contributed a great deal to the theory of education. Yet, has this theory yielded any innovative approaches for the teaching and learning practice that have increased learning productivity and improved the quality of the output (Baer, & McCormick, 2019).

The need for educational innovations has become important. "It is widely believed that countries' social and economic well-being will depend to an ever greater extent on the quality of their citizens' education. The emergence of the so-called 'knowledge society', the transformation of information and the media, and increasing specialization on the part of organizations all call for high skill profiles and levels of knowledge. Today's education systems are required to be both effective and efficient, or in other words, to reach the goals set for them while making the best use of available resources" (Cornali, 2018). According to an Organization for Economic Cooperation and Development (OECD) report, "the pressure to increase equity and improve educational outcomes for students is growing around the world" (Vieluf *et al.*, 2016). Innovations in education are regarded, along with the education system, within the context of a societal super system demonstrating their interrelations and interdependencies at all levels. Raising the quality and scale of innovations in education will positively affect education itself and benefit the whole society (Barbera, Gros, & Kirschner, 2015).

Lack of innovation can have profound economic and social repercussions. America's last competitive advantage, warns Harvard Innovation Education Fellow Tony Wagner, its ability to innovate, is at risk as a result of the country's lackluster education system (Creating innovators, 2012). Derek Bok, a former Harvard University President, writes, "Neither American students nor our universities, nor the nation itself, can afford to take for granted the quality of higher education and the teaching and learning it provides" (Bok, 2007). Hence it is central for us to make Nigerian education consistently innovative and focus educational innovations on raising the quality of learning at all levels. Yet, though there is a good deal of ongoing educational research and innovation, we have not actually seen discernable improvements in either school students' or university graduates' achievements to this day (Pew Research Center, 2015).

A large number of University graduates are not ready to learn. (College preparedness, 2012); and employers, in turn, are often dissatisfied with university graduates (Thomson, 2015; Jaschik, 2015). No one, be they students, parents, academia, business, or society as a whole, are pleased with these outcomes. Could it be that our education system is not sufficiently innovative?

Barriers to Innovation
There are reasons for the discrepancy between the drive for educational innovation that we observe in some areas, great educational innovations of recent times, and the daily reality of the education system. First of all, if we look at the education holistically, as a complete system in charge of sustaining the nation's need for educating society members and building their

knowledge and expertise throughout their active lifetime, we have to acknowledge that all educational levels are interrelated and interdependent. (Camins, 2015), Moreover, education being a system itself is a component of a larger social supers system, to which it links in many intricate and complicated ways. As a social institution, education reflects all the values, laws, principles, and traditions of the society to which it belongs. Therefore, we need to regard education as a vital, complete, social entity and address its problems, taking into account these relations and dependencies both within the educational system and society (Cole, Shelley, & Swartz, 2014).

In turn, if the society supports innovations in education, then its educational system will continuously and effectively evolve and progress. If it does not, education will stagnate and produce mediocre outcomes. An example of negative socio-cultural impact on education is mercantilism, which is destroying the ultimate purpose of education, and consumerism which is degrading institutions of higher education (Feeman and Thomas, 2015; Ng and Forbes, 2017; & Abeyta, 2019). Other harmful social and cultural trends exert a powerful influence. These include monetization of education, entitlement, instant gratification, and egotism, which destroy education in general and the development of creativity and innovative spirit of students in particular (Kerby *et al.*, 2014). Such grave societal issues must be dealt with forcefully.

It is well known that higher education has been historically slow to adopt innovations for various reasons (Hoffman and Holzhuter, 2012; Marcus, & 2012; Evans, 2019). Because it is complex due to cohesion and continuity of science and labor intensive, higher education is particularly difficult to make more productive (Brewer and Tierney, 2012). Secondary school is even more conservative than universities because they cater more and more to students' well-being and safety than to their preparation for real life and work (Gibbons and Silva, 2011). Both secondary and universities education function as two separate and rather closed systems in their own rights. They are not only loosely connected to the wider world but also suffer from a wide disconnect between high school output measured in graduate learning outcomes and college entrance student expectations. It seems that the systems and values of industrial education were not designed with innovation and digital tools in mind, (Crichton, 2015). Innovation, whether it is with technology, assessment or instruction, requires time and space for experimentation and a high tolerance for uncertainty. Disruption of established patterns is the *modus operandi* of innovation. We like the fruits of innovation, but few of us have the courage to run the gauntlet of innovation" (Levasseur, 2012). It is paramount, nonetheless, to accept that "innovation is linked to creativity, risk taking, and experimentation" (Brewer and Tierney, 2012), which must be a part of the education system.

Teachers and school administrators are commonly cautious about a threatening change and have little tolerance for the uncertainty that any major innovation causes. Of course there are universities and even districts that are unafraid to innovate and experiment but their success depends on individual leaders and communities of educators who are able to create an innovative professional culture. Pockets of innovation give hope but we need a total, massive support for innovations across society (Heick, 2016).

Innovation is not about talking the talk but walking the walk. Moreover, an innovation can make a significant difference only when it is used on a wide scale. To create innovations is not enough, they need to be spread and used across schools and universities, a more difficult task. For the innovation to make a sizable effect, we need an army of implementers together with favorable conditions for the invention to spread and produce a result. (Csikszentmihalyi, 2013). Universities today are busy innovating how to increase students' satisfaction and create

"exceptional," "premier," or "extraordinary" learning experiences rather than caring about their true knowledge and quality achievements (Afshar, 2016).

This is clearly an extension of the adaptive or differentiated approach to teaching and learning, thereby leading to customization of education, (Schuwer & Kusters, 2014). Innovations grow in a favorable environment, which is cultivated by an educational system that promotes innovation at all levels and produces creative, critical thinking, self-sufficient, life-long learners, problem solvers, and workers. This system enjoys a stimulating research climate, encourages uplifting cultural attitudes toward education, and rallies massive societal support. The ultimate question is, what innovations do we really need, and what innovations might we not need? (Brewer & Tierney, 2012).

Bologna, (2016), said that University leadership and administration is a critical aspect as it is about the functioning of the entire institution. Effective and efficient administration of the university relies on the principal. Leading proponents encourage transformational leadership, moral stewardship, principal as an instructional leader, and principal as a communicator or community builder, (Cole, Shelley, & Swartz, 2018). Discovering effective leadership and administration mechanisms can help teach university decision and policy makers to implement leadership development which will lead to improved student achievement. Hence, training and development in university leadership requires a systematic planning which will result to excellent institution education. In order to establish a flourishing educational system of personalized learning it is essential to consider the fact that providing each student with the opportunity to prove their talent is not the disloyalty towards excellence instead it is the accomplishment of it, (Colville,Hall, 2000).

The phrase personalized learning indicates high teaching quality which is approachable to various ways that can facilitate students in accomplishing their best. It involves responding to individual students by establishing a mode of education and realizes the needs of the students and focuses on their interests, this type of approach has acquires strong moral and educational support, (De Le n, (2019).

Review of Related Literature
The literature on administrative style is reviewed. Attention is directed to four basic concepts of administrative style: The structured, classical, traditional model; the participatory or employee-involved operation; A more behavioral scientific style; and the situational or environmental style, (Heick, 2016). These ideas are more fully described, and it is proposed that even with various definitions of management styles in the literature, the key to a productive organizational system is the type of administrative style that directs the university. If those in the leadership position are too autocratic, it will affect the university. Based on the literature, a profile of an effective administrator is suggested. An effective administrator communicates well; establishes clear directions; can motivate subordinates through shared participation, rewards, and morale boosting; develops and maintains an openness with employees; strives for excellence; and recognizes subordinates' behavioral patterns, (Csikszentmihalyi, 2013).
There are distinct characteristics to the ways and procedures through which public administrations typically accomplish their daily tasks. The informal routines that characterize the behavior and activities of public administrations in the policymaking process are called administrative styles. They can be understood as the level of organizational culture. Studying administrative styles is important for comparative research on policymaking because they capture and explain variance in policymaking and implementation beyond merely structural

aspects or formal institutions. Similar to policy styles and regulatory styles, the concept of administrative styles has long been employed to describe state–society relationships. It has found to be a useful independent variable in the study, various phenomena, such as divergent policy developments across European states, national idiosyncrasies in regulatory regimes or the impact of Europeanization on national administrations. (Maurer, Mehmood, & Korica-Pehserl, 2017).

However, administrative styles can also be informative of the relationship between the bureaucracy with both their political masters and society and bureaucratic influence in policymaking. In this regard, one can distinguish two orientations underpinning administrative styles, namely positional and functional orientations characterizing informal bureaucratic routines and standard operating procedures. Depending on the prevalence of positional and functional orientations in behavioral patterns, it is possible to distinguish four ideal-typical administrative styles that apply to administrative routines of influencing the policymaking process: a servant style, an advocacy style, a consolidator style, and an entrepreneurial style. Variation in administrative styles across different organizations can be explained by two factors, namely the internal and external challenges they face. Understood this way, administrative styles could enable a comparative assessment of bureaucratic routines and influence in policymaking across different countries or sectors as well as in supra- and international bureaucracies. (Bologna Process 2016).

Authoritarian Management Styles

The authoritarian management style involves managing through clear direction and control. It is also sometimes referred to as the autocratic or directive management style. Authoritarian managers typically assert strong authority, have total decision-making power, and expect unquestioned obedience. This type of management style requires clearly defined roles and strict hierarchies and reporting structures. Employees should not have to question who is responsible for what. To be an effective authoritarian leader, you need to be willing and able to consistently stay up-to-date on your teams' work and to make any and all decisions. Bill Gates is an example of a positive authoritarian leader. He had a clear plan for his company. A plan that was difficult or impossible for many others to grasp until it became a reality and Microsoft became a household name.

Visionary Management Styles

The visionary management style is also sometimes called inspirational, charismatic, strategic, transformational, or authoritative. Visionary managers focus on conveying the overall vision of the company, department, or project to their team. Unlike authoritarian managers, visionary managers do not involve themselves in the day-to-day details. Instead, they focus on motivation and alignment of the team, to keep everyone moving in the same direction, and entrust their team members to handle the details about how to get there.

Transactional Management Styles

Transactional management style focuses on using positive rewards such as incentives, bonuses, and stock options to motivate employees to improve their performance. For instance, transactional managers may rely on piece-work pay to incentivize their employees to produce more. Similarly, they may structure quarterly or annual bonuses around employee

performance. Transactional management style is founded on the belief that you can successfully manage and motivate employees through extrinsic rewards.

Democratic Management Styles

A democratic management style is also sometimes referred to as consultative, consensus, participative, collaborative, or affiliative style. This style is **based on the philosophy that two heads are better than one** and that everyone deserves to have a say, no matter what their position or title.

Managers who adopt a democratic style **encourage idea sharing and regular employee participation**. The focus is on encouraging your team to share their thoughts, ideas, suggestions, and potential solutions in order to help each other, and the company grows. (Meyer, Rose, & Gordon, 2014).

Laissez-Faire Management Styles

The laissez-faire management style emphasizes employee freedom. Laissez-faire originates from French and directly translates to "let do" in English. In other words, laissez-faire managers let their employees do what they will, with little to no interference. Within the laissez-faire management style, there is no oversight provided during the creation or production process. Laissez-faire managers promote self-directed teams, and typically only get involved if something goes wrong or the team requests it. (Maurer, Mehmood, & Korica-Pehserl, 2017).

In a smoothly operating team, a laissez-faire manager will only appear present at the beginning and the end of the work process. At the beginning, to provide guidelines, share information, and answer questions. The bottom line is that the wrong management style de-motivates employees, kills productivity, and trains employees to disengage or leave. Hurting the entire organization. (Massy, W. 2018). But how do you know which management style is called for? And how do you successfully adopt the right one.

Educational Management

Educational Management is the **education** system in which a group combines human and material resources to supervise, plan, strategies, and implement structures to execute an education system. **Education** is the equipping of knowledge, skills, values, beliefs, habits, and attitudes with learning experiences. The education system is an **ecosystem** of professionals in educational institutions, such as government ministries, unions, statutory boards, agencies, and schools. (Maurer, Mehmood, & Korica-Pehserl, 2017) The education system consists of political heads, principals, teaching staff, non-teaching staff, administrative personnel and other educational professionals working together to enrich and enhance. At all levels of the educational ecosystem, **management** is required; management involves the planning, organising, implementation, review, evaluation, and integration of an institution. Educational management is related to **Henri Fayol**'s 14 Principles of Management. Educational Management is a goal

oriented activity. It involves group efforts and an organized work and performance towards the attainment of certain pre-determined goals in an educational institution. With active coordinated effort we can achieve the goals of the organization, by efficiently utilizing the material and human resources in the educational environment. (Bindu, 2019).

Curriculum Planning and Development

Curriculum planning and development involves "the design and development of integrated plans for learning, and the evaluation of plans, their implementation and the outcomes of the learning experience". It designs and reviews curriculum, promotes teaching and assessment strategies aligned with curriculum, formulates special curriculum programmes, creates clear observable objectives, and generates useful assessment, (Rubrics, 2018). Curriculum development can be described as a three-stage process encompassing planned, delivered and experienced curriculum. It may be shaped by pedagogical approaches contributed by theorists and researchers. (Dewey, Jerome, & Albert 2017).

According to the famous Bulgarian scholar Georgi **Lozanov (1988)**, learning is a matter of attitude, not aptitude. This is where the greatest potential for improving education lies. As a renowned cognitive scientist Daniel Willingham writes, "Education makes better minds, and knowledge of the mind can make better education, (**Willingham, 2010**). Among many points for educational innovations, time definitely deserves close attention. Time is a significant factor in education. Attempts to save time on learning and raise its productivity are well known to each of us. To increase learning efficiency using so-called accelerated and intensive approaches is a promising path for innovation. Time is speeding up. (**Bologna process, 2016**). Education has become more expensive and less affordable for many people. This also creates a heavy burden on the state's budget. Therefore, educators need to find ways to make education more time and cost efficient (**Hjeltnes & Hansson, 2005**).

Innovation is generally understood as the *successful* introduction of a new thing or method," (Brewer & Tierney, 2012). In essence, innovation seems to have two subcomponents. First, there is the idea or item which is novel to a particular individual or group and, second, there is the change which results from the adoption of the object or idea," (Evans, 1970). Thus, innovation requires three major steps: an idea, its implementation, and the outcome that results from the execution of the idea and produces a change. In education, innovation can appear as a new pedagogic theory, methodological approach, teaching technique, instructional tool, learning process, or institutional structure that, when implemented, produces a significant change in teaching and learning, which leads to better student learning, (Polka, & Kardash, 2016).
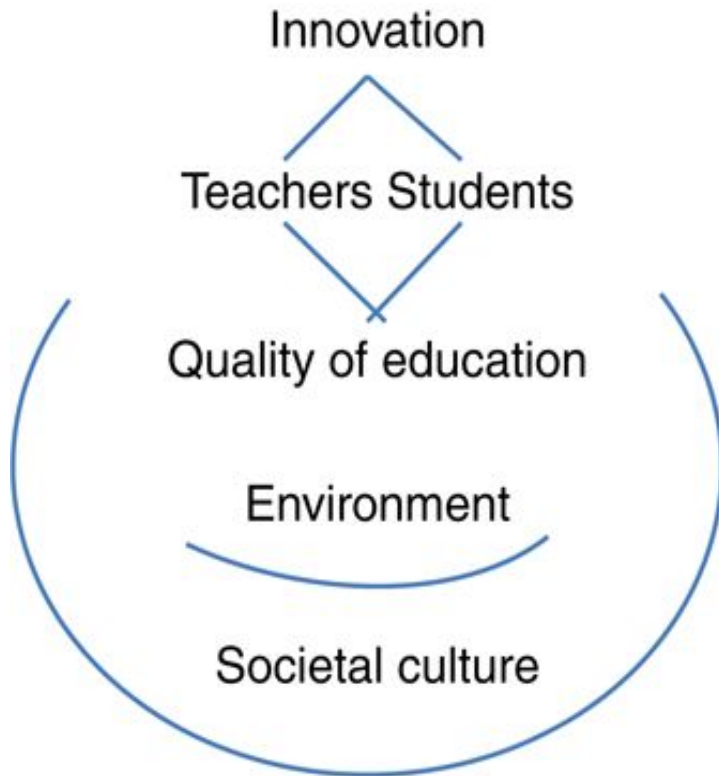
Learning Process in Education

Fig 1:1 Educational System Model

Source: Polka Model (2018) Retrieved 2 May, 2020

Efficiency is generally determined by the amount of time, money, and resources that are necessary to obtain certain results. In education, efficiency of learning is determined mainly by the invested time and cost. Learning is more efficient if we achieve the same results in less time and with less expense. Productivity is determined by estimating the outcomes obtained the invested effort in order to achieve the result. Thus, if we can achieve more with less effort, productivity increases. Hence, innovations in education should increase both productivity of learning and learning efficiency. (Marcus, 2018).

Innovation can be directed toward progress in one, several, or all aspects of the educational system: theory and practice, curriculum, teaching and learning, policy, technology, institutions and administration, institutional culture, and teacher education. It can be applied in any aspect of education that can make a positive impact on learning and learners. (Robinson, 2017). To raise the quality of teaching, we want to enhance teacher education, professional development, and life-long learning to include attitudes, dispositions, teaching style, motivation, skills, competencies, self-assessment, self-efficacy, creativity, responsibility, autonomy to teach, capacity to innovate, freedom from administrative pressure, best conditions of work, and public sustenance, (Mercurio, 2016). As such, we expect educational institutions to provide an optimal academic environment, as well as materials and conditions for achieving excellence of the

learning outcomes for every student (program content, course format, institutional culture, research, funding, resources, infrastructure, administration, and support. (Serdyukov, & Serdyukova, 2018). Education is nourished by society and, in turn, nourishes society. The national educational system relies on the dedication and responsibility of all society for its effective functioning, thus parental involvement, together with strong community and society backing, are crucial for success.

Along with types of innovation, the degree of impact can be identified on the following three levels:

1. **Adjustment or upgrading of the process**: innovation can occur in daily performance and be seen as a way to make our job easier, more effective, more appealing, or less stressful. This kind of innovation, however, should be considered an improvement rather than innovation because it does not produce a new method or tool. The term innovative, in keeping with the dictionary definition, applies only to something new and different, not just better, and it must be useful, (Okpara, 2007). Educators, incidentally, commonly apply the term "innovative" to almost any improvement in classroom practices; yet, to be consistent, not any improvement can be termed in this way. The distinction between innovation and improvement is in novelty and originality, as well as in the significance of impact and scale of change. (Schuwer, & Kusters, 2017).

   All innovations are ultimately directed at changing qualitative and/or quantitative factors of learning outcomes:
2. **qualitative**: better knowledge, more effective skills, important competencies, character development, values, dispositions, effective job placement, and job performance; and
3. **quantitative**: improved learning parameters such as test results, volume of information learned, amount of skills or competencies developed, college enrollment numbers, measured student performance, retention, attrition, graduation rate, number of students in class, cost, and time efficiency. (De Le n, 2019).

Innovation can be assessed by its novelty, originality, and potential effect. As inventing is typically a time-consuming and cost-demanding experience, it is critical to calculate short-term and long-term expenses and consequences of an invention. They must demonstrate significant qualitative and/or quantitative benefits. As a psychologist Mihalyi Csikszentmihalyi writes, "human well-being hinges on two factors: the ability to increase creativity and the ability to develop ways to evaluate the impact of new creative ideas" (Csikszentmihalyi, 2013).

In education, we can estimate the effect of innovation via learning outcomes or exam results, teacher formative and summative, formal and informal assessments, and student self-assessment. Innovation can also be computed using such factors as productivity (more learning outcomes in a given time), time efficiency (shorter time on studying the same material), or cost efficiency (less expense per student) data. Other evaluations can include the school academic data, university admissions and employment rate of univeristy graduates, their work productivity and career growth. (Meyer, Rose, & Gordon, 2014).

Conclusion and Recommendations

In this period of global competitiveness and knowledge driven society where emphasis is on quality education in terms of quality inputs, processes and outputs, educational administrators and teachers should adopt or adapt innovative practices in school administration and teaching. This is necessary for improvement of school performance, productivity and quality education. To succeed in this direction it is recommended that

1. Seminars, conferences and workshops should be organized periodically for school administrators and teachers on innovation management in schools.

2. Schools managers and teachers should be encouraged to develop interest in the use of ICT tools in school management and teaching. They should be trained in the use of these ICT tools.

3. There should be regular and constant supply of electricity to the schools because these technological devices need steady power supply for their operation.

4. Adequate ICT resources and personnel to operate them should be provided in schools.

5. Educational managers should adopt strategic planning in school management.

6. School administrators should use transformational leadership in school management as this has been found to stimulate staff to perform beyond expectation.

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We are living in a knowledge driven society in which technological development has turned the world into a global village. The changes and development that take place in the society infiltrate into the university system and influence the actions and activities in the system. The advent of new technology, particularly Information and Communication Technology, has significant impact on people's culture, ways of thinking and doing things and businesses. The development of modern technology has brought innovative practices in government, business and in education. In recent times, educational establishments are facing the challenge to do more with fewer resources as they try to meet the complex and changing demands of the society. (Robinson, 2017).

The existence of modern technological tools has given rise to the use of various innovative practices in the management of public universities. In order to keep pace with globalization, educational managers have embraced innovative practices arising from the advent of new technologies in the management of universities. Innovation therefore, means a purposeful, organized and risk taking change introduced into any public universities to ensure efficiency and increase learning. (Polka, & Kardash, 2016). The injection of innovations into university management is in response to the technological development resulting in creative and innovative practices all over the world. The aim is to improve university standard, quality and institutional effectiveness. (Polka, & Kardash, 2017).

In summary therefore, strategic planning or management is a systematic planning of the direction and total resources of the university management so as to achieve set objectives over a given period of time. Strategic planning ensures quality in the management of the universities and provides a focus in the operation of the university. (Robinson, (2017).

There is a paradigm shift from transactional to transformational leadership. Transactional leadership involves the use of punishment, rewards and coercion to seek compliance.

Transformational leadership on the other hand, is a type of leadership in which the leader plays the role model, inspires his subordinates and challenges them to be more involved in their work. The leader elicits a stronger sense of commitment from subordinates which will have a positive impact on their job performance effectiveness and efficiency. Transformational leadership has the following attributes, (Zhao, (2017).

Intellectual Stimulation

This refers to the ability of the leader to initiate innovations that can challenge the status quo and encourage creativity among staff and students, encourage them to explore new ways of doing things and new opportunities to learn.

Individualized Consideration

This refers to the capacity of the leader to offer support and encouragement to individual staff, keep lines of communication open and recognizes the unique contributions of each staff.

Inspirational Motivation

The leader has a clear vision for the subordinates and helps them to have same passion and motivation to fulfill their personal goals and those of the university. The administrator stimulates both staff and students to achieve set goals. (Wrenn, V. 2016).

Idealized influence

The leader serves as a role model. He leads by showing good examples. The staff and students trust and respect the leader and they emulate the leader and internalize his or her ideals. University administrators should develop these transformational leadership attributes. These attributes will help them to optimally stimulate and encourage their subordinates to support them and work together for the growth and development of the universities. Transformational leadership is now widely advocated for use by school leaders because if properly applied both students and teachers would be adequately motivated to perform beyond expectation. (Schuwer, & Kusters, 2017).

Pro-activism

All over the world, proactive approach to the management of human resources in work organizations is gradually replacing reactive approach. A proactive leader anticipates university problems particularly in his/her area of responsibility and puts in place corrective measures before the problem emerges. In this way leadership increases its contribution to the staff and students and the school by predicting challenges before they arise. This is where the intelligence of a leader is put to work. A proactive leader is one with initiative responsiveness to the ability he possesses as he does things correctly without being told what to do. Innovative Practices in university Administration. Administrators should avoid the use of reactive approach in handling staff and students' problems. (Serdyukov, 2015).

Communication in School Administration

The use modern technological tools have greatly improved communication in universities. Administrators should have the ability to use innovations resulting from technological development to communicate with staff and students within the university and outside the university. The use of e-mails, facsimiles, mobile phones for calls, discussions and text messages enhances effective communication and make communication faster than using letter writing and memos. If e-mails are properly customized, automatic response can be received instantly. Minutes of previous meeting can be sent to staff through their e-mails for them to read before the next meeting. Administrators therefore, should learn to apply these innovations in universities. (Robinson, 2017).

Record management

ICT tools can be used to enhance effective management of university records. Information relating to staff employment, academic qualification, age, rank, promotion, health, appointment and indiscipline behaviour can be stored using ICT tools such as computer, rewritable CD, flash drives etc. for reference purposes and quick retrieval when needed. The use of these tools in record reduces the stress associated with paper work and enhances effectiveness and efficiency the university administration (Marcus, 2018). Similarly, information relating to students can also be effectively managed using ICT tools. Such students' data include admission data, personal details, contact address, academic records, examination results and other information generated throughout their period of study in the school. (Schuwer, & Kusters, (2017).

Financial records can also be efficiently managed using ICT tools. These data include staff salaries and allowances. ICT tools can be used in tracking and monitoring students' fee payment and the account clerk's or bursar's fund deposits in university account. Similarly, financial data relating to supplies, income and expenditure including maintenance funds, sales, imprests and subventions from government, procurement of infrastructure can be properly managed using modern technology. This promotes prudential management of funds and accountability. (Serdyukov, 2015).

Management of Examinations

Modern technology has made it possible for ICT tools to be used in the management of examinations in the universities. Administrators should key into this to check examination malpractice. ICT tools can now be used to prepare examination questions, administer the examinations (computer based) to students and grade the students. The results of examination can be released to the students immediately after the examination or in a few days' time. The use of ICT resources help greatly in the computation of students' results Teaching and Learning Information and communication technologies are now the mainstream issues in all facets of life including education. It is a well-accepted practice to integrate ICT into major logistical, organizational and educational processes. Information and communication are two important processes in the teaching/learning situation. In the classroom, it can be used to enhance teaching effectiveness. It can be used to prepare lesson plan, collect and analyze students' achievement (Onuma, 2007).

Curriculum contents can be enriched through search in the internet by lecturers and information and relevant practices hitherto unknown to students and lecturers that cannot be

found in textbooks can be easily downloaded for use from the internet. Therefore, ICT provides the needed information for the enhancement of academic development of both lecturers and students. ICT provide access to current books, journals and other information resources held by global network or online libraries. Lecturers can use ICT tools to give assignments to students and assess their performance and also send the feedback to them. In this way, workload and paper work is greatly minimized. Lecturers should use modern technologies such as overhead projector, multimedia projectors, and power-point in classroom teaching. These tools help to stimulate and capture students' interest in learning. (Westra, 2016).

Flipping the Classroom: One outstanding innovative practice in the teaching/learning situation is "flipping the classroom". Increase access to technology and development of high quality online educational resources have promoted this teaching strategy. Flipping the classroom refers to a blended learning technique in which instructor-created videos are viewed by students outside the classroom. The lecturer prepares the instructional materials, video the presentation and uploads it to the university website or personal website for the students to read and study. During class time, assignments, projects, exercises and discussions are completed (Hanover Research, 2012). It is a form of inverting the schedules on which students receive instruction and practice new skills. This strategy allows for the teaching component of instructional delivery to be completed outside the classroom and allows for more interaction between the lecturer and students as they work through assignments during class time. (Ni, 2013).

Recommendations

1.   In this period of global competitiveness and knowledge driven society where emphasis is on quality education in terms of quality inputs, processes and outputs, educational administrators and lecturers should adopt or adapt innovative practices in administration and teaching. This is necessary for improvement of university performance, productivity and quality education. To succeed in this direction, seminars, conferences and workshops should be organized periodically for university administrators and lecturers on innovation management.

2. Academic and non-teaching staff should be encouraged to develop interest in the use of ICT tools in management and teaching. They should be trained in the use of these ICT tools.

3. There should be regular and constant supply of electricity to the universities because these technological devices need steady power supply for their operation.

4. Adequate ICT resources and personnel to operate them should be provided in the universities.

5. The Vice Chancellor should adopt strategic planning in administrative management.

6. Nigeria Universities should use transformational leadership in administration as this has been found to stimulate staff to perform beyond expectation.

As the price of education, especially at colleges and universities, continues to rise, cost and time efficiency of learning, effective instructional approaches, and methods and tools capable of fulfilling the primary mission of education all will become critical areas of research and inventive solutions. Colleges and universities must concentrate on expanding the value of

education, maximizing the productivity of learning, correlating investments with projected outcomes, and improving cost and time efficiency. (Stokes, 2016).

Whatever technologies we devise for education, however much technology we integrate into learning, the human element, particularly the learner and teacher, remains problematic. So, while taking advantage of effective educational technologies, we must situate those modern tools within a wider context of human education in order to preserve its humanistic, developmental purpose and, thus, make more effective use of them. (Westra, 2016).

Our understanding of how students learn and how lecturers teach and craft their methodology in technology-based environments remains lacking. Questions to ask are whether current methods help increase learning productivity, and as a result, time and cost efficiency. All technology applications require a solid theoretical foundation based on purposeful, systemic research and sound pedagogy to increase efficiency and decrease possible side issues. When integrating novel technologies in teaching and learning, we must first consider their potential applicability, anticipated costs and benefits, and then develop successful educational practices. (Wildavsky, Kelly, & Carey, 2018).

Conclusion

Nigeria education desperately needs effective innovations of scale that can help produce high quality learning outcomes across the system and for all students. We can start by intensifying our integration of successful international learning models and creating conditions in our universities and colleges that foster and support innovators and educational entrepreneurs, or entrepreneur. Moreover, these transformations should be varied, yet systematic, targeting different vital aspects of education. Deep, multifaceted, and comprehensive innovations, both tangible and intangible, have the capacity to quickly generate scalable effects.

Radically improving the efficiency and quality of teaching and learning theory and practice, as well as the roles of the learner, lecturers, teacher, parents, community, society, and society's culture should be the primary focus of these changes. Other promising approaches should seek to improve students' work ethic and attitudes toward learning, their development of various learning skills, as well as making learning more productive. We also have to bring all grades, from preschool to higher and postgraduate levels, into one cohesive system.

Therefore, the key to a prosperous, inventive society is a multidimensional approach to revitalizing the educational system (structures, tools, and stake holders) so that it breeds learners' autonomy, self-efficacy, critical thinking, creativity, and advances a common culture that supports innovative education. In order to succeed, innovative education must become a collective matter for all society for which we must generate universal public responsibility. Otherwise, all our efforts to build an effective educational system will fail. (Serdyukov, & Serdyukova, 2018).

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