

# Educational Innovation Management and Business Studies Teachers' Service Delivery in Public Schools in Rivers State

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**Abstract-** *The study examined educational innovation management and business studies teachers' service delivery in public schools in Rivers State Nigeria. It specifically focused on the extent to which strategic planning, implementation, and evaluation influenced business studies teachers' service delivery. The study was guided by three research questions. A descriptive survey research design was adopted in the study. The population of the study was the 289 business studies teachers in Rivers State. From the population of the study, 168 business studies teachers were sampled. The sample size was determined using Taro Yamane formula of sample size determination. A structured questionnaire was used for data collection. The instrument was administered through physical contact with the respondents. 146 copies of the instrument administered were retrieved for analysis. Data collected was analysed with mean and standard deviation. Analysis of the data collected revealed that to a very high extent, strategic planning, implementation and evaluation of new teaching approaches influence business studies teachers' service delivery in public schools in Rivers State. It was concluded that educational innovation management is an auxiliary to business studies teachers' service delivery. Thus, it was recommended that: school administrators should strategically formulate new teaching strategies in line with the stated objectives of the school; school administrators should clearly communicate the rationale and impact of new teaching strategies to the teachers/instructors; and school administrators should strictly monitor the progress of the implementation of new teaching strategies and make meaningful adjustment when necessary.*

**Indexed Terms-** *Educational Innovation Management, Teachers' Service Delivery, Strategic Planning, Strategic Implementation, and Strategic Evaluation.*

## I. INTRODUCTION

Teachers are indispensable resources in the actualization of the objectives of learning in each of the learning stages of learner. Pushkar (2015) noted that the service of a teacher is required for learning to take place and for proper transmission of knowledge, attitude, skills and values at any given time in and out of the school settings. Transmission of knowledge and skills in school settings requires some pedagogies. Most of these pedagogies are the latest in the world of teaching, which needs to be properly managed. Thus, educational innovation management is very important in curriculum development and innovation. Educational innovation management involves strategic implementation of new ideas and approaches to enhance teaching and learning within educational settings. This includes fostering a culture of innovation, effectively integrating technology, and adapting to evolving educational needs. Key aspects include developing a clear vision, building strong leadership, providing necessary resources, and actively engaging stakeholders.

Educational innovation management involves planning, organizing, and controlling the processes of introducing new ideas, methods, or technologies into educational settings to improve effectiveness and outcomes. This field focuses on how to effectively manage the changes and adaptations needed to implement innovations successfully, ensuring they contribute to better learning experiences and student achievement. Hylton et al (2015) see educational

innovation management as a systematic and strategically planned change that can be extremely complex and multidimensional. Changes can be classified as “first-order” or “second order.” First-order change occurs when the system remains unchanged, requires no new learning and results in no significant alteration to organisational structure. Second-order change represents an actual change in the system, a new approach in the way things are executed and require an alteration of one’s beliefs and attitudes. It focuses on fostering a culture of continuous improvement and adapting to the evolving needs of learners and the educational landscape. Educational innovation’s management involves strategically planning, implementing, and evaluating new approaches, methods, and technologies in education to enhance learning and teaching.

Strategic planning of new teaching approaches involves defining goals, analysing resources, and developing action plans to implement innovative teaching methods. This process ensures alignment with the institution's mission and vision, fostering a forward-thinking approach to teaching and learning. According to Chih and Zwikael (2015), the strategic plan in education is used by management to establish objectives, set goals and schedule activities for achieving those goals and includes the methods for measuring progress. These goals can be accomplished through the steps of the strategic plan beginning with an external and internal analysis, a clearly defined mission statement, goals and objectives, formulation of specific strategies, concluding with the implementation of the strategies and managed the control process. Key aspects include identifying relevant strategies, allocating resources effectively, and continuously monitoring and adapting plans based on assessment data.

Strategic implementation of new teaching approaches involves careful planning, execution, and evaluation to ensure effective integration and positive impact on student learning. This process typically includes assessing needs, explaining the rationale, modeling the strategy, providing feedback, supporting practice, and evaluating the impact. According to Rahmatullah and Nugraha (2024), strategic management of education is a series and actions of managerial

activities that determine long-term organizational performance in identifying, planning, and implementing educational policy strategies to achieve the vision and mission goals of the educational organization institution. It involves translating strategic plans into concrete activities, allocating resources, and monitoring progress to ensure the desired outcomes are achieved.

Strategic evaluation of new teaching approaches involves systematically assessing the effectiveness of innovative teaching methods to ensure they meet learning objectives and improve student outcomes. This process includes defining clear goals, gathering data through various assessment methods, analyzing results, and making informed decisions about implementation and adjustments. Moran et al (2019) maintain that strategy evaluation emphasizes efficacy in responding to new difficulties to attain strategic goals. According to the scholars, strategy evaluation is needed to identify appropriate interventions for schools or education in general and to monitor progress. Furthermore, strategy evaluation provides the school with knowledge of the root cause of failure in reaching the strategic goal. Indeed, strategy evaluation saves the school against possible failure.

Teachers' service delivery cover topics related to how teachers provide education and support to students, including factors that impact their effectiveness and strategies for improvement. This could encompass various aspects like teaching methods, classroom management, professional development, and the resources available to teachers. Spacey (2016) defined service delivery as the process of providing customers with services. Quality simply means excellence and essential. Quality services delivery is the process of providing excellent, essential and peculiar services to customers or individuals in any organization. Quality service delivery is an important tool needed for achieving the goals of education because students’ learning outcomes are directly related to the quality of service offered by teachers. Quality service delivery in schools is the ability of the teacher to provide efficient and effective services within the scope of the school for improving students academically. Teachers’ quality service delivery can be regarded as a major concern in the educational

system across the globe, because of its influence on students' outcome and general school effectiveness.

Educational innovation management plays a crucial role in schools by fostering a culture of continuous improvement and ensuring that schools adapt to the evolving needs of students and society. It involves strategically implementing new ideas, methods, and technologies to enhance teaching and learning, ultimately improving educational outcomes. According to Singha et al (2023) creative approaches, such as the use of digital technology, student-centered teaching methods, and flexible curriculum development, are starting to be implemented to overcome the shortcomings of the traditional system. Effective innovation management requires leadership that supports change, professional development for teachers, and the provision of necessary resources. Innovation in educational management includes various strategies and concepts aimed at creating a dynamic and effective learning environment.

Educational innovation spreads across all subjects in our schools including business studies. Innovative teaching strategies for Business Studies in schools include experiential learning, project-based learning, flipped classrooms, gamification, and collaborative learning. All are designed to make learning more engaging and effective. These methods shift the focus from passive learning to active participation and real-world application of business concepts. According to Revathi, Elavarai & Sarawanan (2019) the innovative strategies in teaching and learning are as follows: ICT Teaching, Online interaction before, during and after class, Demonstration, Videos, Self-learning, Skill Communication, Group discussion, Problem solving teaching, Use digital tools and reusable learning objects, Smart board class rooms, Core qualities, Interactive approach, Critical thinking and analysis, Activity based, Cooperative teaching, Experimental approaches to class design, Project based teaching learning, Research based teaching learning.

Studies had it that effective educational innovation management directly impacts teachers' service delivery by fostering a supportive environment for change, providing necessary resources, and promoting professional development. When

innovations are well-managed, teachers can better implement new strategies, utilize technology, and ultimately enhance student learning. For instance, Gbeke-Kalagbor (2023) noted that managing educational innovation is vital due to its important role in enhancing global competitiveness. Abaa and Oluwuo (2019) maintained that educational innovation management equips individuals with the capacity to understand and adapt to the problems and the changing situation, awaken intellectual curiosity, encourage their spirit of inquiry and make them innovative, self-reliant and resourceful. The impact of educational innovation management on teachers' service delivery in schools has been justified particularly in tertiary institutions. However, its positive impact on teachers' service delivery in upper basic schools in Rivers State is yet to be ascertained. Hence, the need to examine educational innovation management and business studies teachers' service delivery in public schools in Rivers State Nigeria.

#### Statement of the Problem

Effective teacher service delivery is crucial for achieving educational goals because it directly impacts the outcomes of student learning and the overall quality of education. Teachers play a vital role in shaping students' knowledge, skills, and future development. High-quality service delivery ensures that students receive the necessary support and guidance to succeed academically and beyond. Attaining high-quality service delivery in our present-day school seemed not to be realizable due to technological integration. While technology offers numerous opportunities to enhance teaching and learning, many teachers lack the necessary skills and resources to effectively integrate it into their practice. The lack or partial technological integration in Nigerian education significantly hinders students' learning and prospects. Addressing these challenges is crucial for improving the quality of education and ensuring effective teacher service delivery. Hence, the study seeks to examine educational innovation management and business studies teachers' service delivery in public schools in Rivers State Nigeria.

#### Aim and Objectives of the Study

The aim of the study is to examine educational innovation management and business studies teachers' service delivery in public schools in Rivers

State Nigeria. The specific objectives of the study include the following.

To find out the extent to which strategic planning of new teaching approaches influences business studies teachers' service delivery in public schools in Rivers State.

To ascertain the extent to which strategic implementation of new teaching approaches influences business studies teachers' service delivery in public schools in Rivers State.

To examine the extent to which strategic evaluation of new teaching approaches influences business studies teachers' service delivery in public schools in Rivers State.

#### Research Questions

The following research questions were posed to guide the study.

1. To what extent does strategic planning of new teaching approaches influence business studies teachers' service delivery in public schools in Rivers State?
2. To what extent does strategic implementation of new teaching approaches influence business studies teachers' service delivery in public schools in Rivers State.
3. To what extent does strategic evaluation of new teaching approaches influence business studies teachers' service delivery in public schools in Rivers State.

#### Scope of the Study

The scope of the study was divided into content, geographical, and unit scope. The content scope was limited to the specific objectives of the study which included: the extent to which strategic planning, implementation, and evaluation influenced business studies teachers' service delivery. The geographical scope of the study was limited to the public upper basic schools in Rivers State. The unit scope of the study which is microscopic in nature was limited to business studies teachers in the schools.

## II. METHODOLOGY

### Design of the Study

The study employed a descriptive survey research design. According to Singh (2023), descriptive research is an exploratory research method that helps a researcher describe a population, circumstance, or phenomenon. The design is suitable for the study as the study explored the facts pertaining to educational innovation management and business studies teachers' service delivery in public schools.

### Population of the Study

The population of the study was the 289 (two hundred and eighty-nine) business studies teachers in the 261 (two hundred and sixty-one) public upper basic schools in Rivers State.

### Sample and Sampling Technique

From the population of the study, 168 (one hundred and sixty-eight) business studies teachers were sampled. The sample size was determined using Taro Yamane formula of sample size determination, and the sample size was taken with the means of stratified random sampling technique.

### Instrument for Data Collection

The instrument used for data collection was a structured questionnaire. The questionnaire was divided into two sections. Section 'A' contained personal data of the respondents and section 'B' contained the questionnaire items with four Likert scales of Very High Extent (VHE), High Extent (HE), Low Extent (LE), and Very Low Extent (VLE) as response options.

### Validity and Reliability of the Instrument

The instrument was validated by measurement and evaluation experts. Their comments and corrections were considered in the final draft of the instrument to ensure its face, construct and content validity. The reliability of the study was determined with test re-test. It was performed by administering 20 copies of the instrument to 20 respondents. Two weeks later, the same instrument was re-administered to the same respondents. The results of the two tests were compared using Pearson product moment correlation

coefficient formulae, and a coefficient of 0.84 was obtained.

#### Method of Data Collection

Data for the study was collected through physical contact with the respondents. 168 (one hundred and sixty-eight) copies of the instrument were administered to the respondents, and 146 (one hundred and forty-six) copies were properly filled out and retrieved.

#### Method of Data Analysis

Data collected was analyzed with mean. Decisions of the analysis were taken by comparing calculated mean scores with criteria mean score of 2.5. The criteria mean score was obtained by dividing the sum of the scores of the rating scales by the number of

scales. Mean score of 2.5 and above was upheld, and mean score below 2.5 was retracted.

### III. RESULTS

Research question one.

To what extent does strategic planning of new teaching approaches influence business studies teachers' service delivery in public schools in Rivers State?

In response to the above research question, items 1 to 3 of the questionnaire administered to the respondents were subjected to analysis. The summary of the analysis is presented in table 1 below.

Table 1: Mean Analysis of the Extent Strategic Planning of New Teaching Approaches Influence Business Studies Teachers' Service Delivery

S/N	Item	VHE 04	HE 03	LE 02	VLE 01	Total 10	Mean 2.50	Decision
1.	Identifying relevant strategies in using new teaching approaches influence business studies teachers' service delivery.	82 328	43 129	16 32	05 05	146 489	3.35	Accepted
2.	Effective allocation of resources towards using new teaching approaches influence business studies teachers' service delivery.	72 288	53 159	09 18	12 12	146 477	3.27	Accepted
3.	Continuously monitoring and adapting plans of using new teaching approaches influence business studies teachers' service delivery.	87 348	36 108	10 20	13 13	146 489	3.35	Accepted
	Total Mean	80 320	44 132	12 24	10 10	146 486	3.33	Accepted

Source: field survey 2025

The above table revealed a calculated total mean of 3.33 which is greater than the criteria mean of 2.50. Since the calculated total mean is greater than the criteria mean ( $3.33 > 2.50$ ), it is concluded that to a very high extent, strategic planning of new teaching approaches influence business studies teachers' service delivery in public schools in Rivers State.

Research question two.

To what extent does strategic implementation of new teaching approaches influence business studies

teachers' service delivery in public schools in Rivers State?

In response to the above research question, items 4 to 9 of the questionnaire administered to the respondents were subjected to analysis. The summary of the analysis is presented in table 2 below.

Table 2: Mean Analysis of the Extent Strategic Implementation of New Teaching Approaches Influence Business Studies Teachers' Service Delivery

S/N	Item	VHE 04	HE 03	LE 02	VLE 01	Total 10	Mean 2.50	Decision
4.	Assessing the needs of using new teaching approaches influence business studies teachers' service delivery.	66 264	71 213	06 12	03 03	146 492	3.38	Accepted
5.	Explaining the rationale of using new teaching approaches influence business studies teachers' service delivery.	76 304	44 132	11 22	15 15	146 473	3.24	Accepted
6.	Modelling the strategy of using new teaching approaches influence business studies teachers' service delivery.	81 324	33 99	16 32	16 16	146 471	3.23	Accepted
7.	Providing feedback of using new teaching approaches influence business studies teachers' service delivery.	58 232	62 186	08 16	18 18	146 452	3.10	Accepted
8.	Supporting the practice of using new teaching approaches influence business studies teachers' service delivery.	64 256	41 123	13 26	28 28	146 433	2.97	Accepted
9	Evaluating the impact of using new teaching approaches influence business studies teachers' service delivery.	71 284	42 126	05 10	28 28	146 448	3.07	Accepted
	Total Mean	69 276	49 147	10 20	18 18	146 461	3.16	Accepted

Source: field survey 2025

The above table revealed a calculated total mean of 3.16 which is greater than the criteria mean of 2.50. Since the calculated total mean is greater than the criteria mean ( $3.16 > 2.50$ ), it is concluded that to a very high extent, strategic implementation of new teaching approaches influence business studies teachers' service delivery in public schools in Rivers State.

Research question three.

To what extent does strategic evaluation of new teaching approaches influence business studies teachers' service delivery in public schools in Rivers State?

In response to the above research question, items 10 to 13 of the questionnaire administered to the respondents were analysed. The summary of the analysis is presented in table 3 below.

Table 3: Mean Analysis of the Extent Strategic Evaluation of New Teaching Approaches Influence Business Studies Teachers' Service Delivery

S/N	Item	VHE 04	HE 03	LE 02	VLE 01	Total 10	Mean 2.50	Decision
10.	Defining clear goals of using new teaching approaches influence business studies teachers' service delivery.	68 272	51 153	07 14	20 20	146 459	3.14	Accepted
11.	Gathering data through various assessment methods when using new teaching							

	approaches influence business studies teachers' service delivery.	81 324	33 99	12 24	20 20	146 467	3.20	Accepted
12.	Analysing results of using new teaching approaches influence business studies teachers' service delivery.	73 292	48 144	15 30	10 10	148 476	3.26	Accepted
13.	Making informed decisions about implementation and adjustments of using new teaching approaches influence business studies teachers' service delivery.	74 296	52 156	13 26	07 07	146 485	3.32	Accepted
	Total Mean	74 296	46 138	12 24	14 14	146 472	3.23	Accepted

Source: field survey 2025

The above table revealed a calculated total mean of 3.23 which is greater than the criteria mean of 2.50. Since the calculated total mean is greater than the criteria mean ( $3.23 > 2.50$ ), it is concluded that to a very high extent, strategic evaluation of new teaching approaches influence business studies teachers' service delivery in public schools.

### CONCLUSION

Managing innovation effectively requires embracing a mindset that values experimentation, learning from failures, and fostering a culture of continuous improvement. Thus, the study examined educational innovation management and business studies teachers' service delivery in public schools. It specifically focused on the extent to which strategic planning, implementation, and evaluation influenced business studies teachers' service delivery. Descriptive analysis of the primary data collected revealed that to a very high extent, strategic planning, implementation and evaluation of new teaching approaches influence business studies teachers' service delivery in public schools in Rivers State. Therefore, educational innovation management is an auxiliary to business studies teachers' service delivery in schools.

### RECOMMENDATIONS

Based on the findings of the study, the following were recommended.

1. School administrators should strategically formulate new teaching strategies in line with the stated objectives of the school.

2. School administrators should clearly communicate the rationale and impact of new teaching strategies to the teachers/instructors.
3. School administrators should strictly monitor the progress of the implementation of new teaching strategies and make meaningful adjustment when necessary.

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