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Educational Innovations And Their Applications In Educational Institutions In Nigeria

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Abstract: ***Innovations in educational organizations and environments are among the activities which educators in educational institutions must adopt if they are to continue to consider formal education as instrument of progress and development in this technologically, rapidly changing educational environment in this twenty first century. Except teachers are conversant with current technological innovations and relevant ones to apply in classroom settings they will become rustic. However, in spite of the importance of innovations to educational practices, research in the area in Nigeria is scarce. In this article, the authors identify and discuss numerous forms of innovation techniques that can be applied in service delivery at all levels in educational organizations. The study explores the drivers of these innovations and what factors can determine their successful implementation across the environments of educational organizations. Furthermore, the study delved into the reasons for the failure of innovative practices and beams its search light on their necessities, the challenges facing efforts to successfully introduce innovations in educational organizations and expose the dangers of neglecting innovations in educational institutions. The study also outlines what should be done to mitigate the negative consequences of failure to innovate. It recommends that bringing innovations to bear in our education system requires concerted efforts by educators, policy makers and other stakeholders. The need for tertiary institutions to partner with industries in this regard cannot be overemphasized. A sustained focus in applying innovations as discussed in this article will no doubt improve the quality of educational and organizational practices in colleges and other organizations.***

Keywords: Innovations, Educational Organizations, Educational Environment, Secondary Education and Tertiary Institutions

I. INTRODUCTION

Basically, education, and all its sub-disciplines, including educational administration (EA) and higher education administration (HEA), are versatile fields that draw from the arts, science and social science disciplines. As a result, graduates of these fields and education generally, can work not only in educational institutions but also in profit, non-profit, small and large, simple and complex organizations. As Indeed Career Guide (2022), rightly opined, basically, a graduate of education, educational administration and higher education administration, in addition to teaching, can work as a career adviser, registrar, academic coordinator, fundraising manager, training coordinator, financial administrator, administrative service manager, human resource manager, development manager, and diversity and inclusion manager. If so, the students of education need to have knowledge of innovations that can be appropriately applied in education context to facilitate teaching and learning and the environments. In this article, therefore, we will identify and discuss numerous types of innovations used in education, explore the drivers of innovation and the determinants of successful innovation, elucidate on why innovations fail, and illuminate on the importance of innovation. Finally, we will consider the dangers of not innovating and how to mitigate the impact of failure to innovate in educational organizations.

II. TYPES OF EDUCATIONAL INNOVATION

In this age of technological innovations the world over, there are several forms of innovation, including educational innovations. Testa (2024), for example, identified seven favorite examples of innovation in education which university administrators, lecturers and teachers in secondary schools can use to better enrich the experiences learners and achieve improved institutional performances. They are:

- ✓ *Artificial intelligence (AI):* Artificial intelligence is defined as the intelligence of machines or software, as opposed to the intelligence, primarily of human beings. It is thus the simulation of human intelligence processes by machines, especially computers. This may explain why it is defined as a set of cutting-edge technologies that enables computer systems to perform a variety of advanced functions, including the ability to see - visual perception, understand and translate spoken and written language, speech recognition, analyze data, decision making and making recommendations, and predictions and more. It is a major stimulant for growth and innovation in education and it can do many amazing things for teachers at all levels, from kindergarten through primary, post primary school up to tertiary institutions. In college, for example, it can be programmed to remind students about important deadlines, prompting them to register for classes, and encouraging them to pay tuition on time. It can provide an outline of report and even get it to write a comprehensive paper for the administrator or lecturer or student to vet and rearrange, provide personalized recommendations, planning inventory, logistics and many more.
- ✓ The roles of AI's in educational organizations have been concisely articulated by Miszewski (2023). These authors agree with Miszewski's observed important functions of AI when he wrote that: Artificial intelligence technologies can make global classes accessible to everyone, even those who speak different languages or have visual or hearing impairments. AI can help with separating schools and grade levels by breaking down barriers. It also opens the door for kids or students who are sick or need to learn at a higher level or on a different subject that isn't offered in their school. In addition, each student is free to learn at their own speed and has access to the platform 24 hours a day, seven days a week, making it simpler for kids or students to discover what works best for them without waiting for a teacher". It also aids the teacher in personalizing education for students, produce smart content, better engagement of students, reduces pressure on students as each learns at his/her space, anywhere and time, and teachers and students with useful feedback.
- ✓ *3D Printing*: 3D printing is also referred to as *additive manufacturing* .They are an umbrella terms for many different technologies and processes. It is a process in which a digital file is used to create a three-dimensional solid object by building parts or product layer upon layer, usually from the bottom up, sometimes from the top down (Hornic, 2016). 3D printing enhances active learning, through student hands-on experience. Students can use 3D models "to visualize and explore scientific concepts and principles before applying their knowledge in real-world scenarios". This process and practice encourages creativity in students in higher education and helps students gain hard and soft skills to prepare them for future work.
- ✓ *Flipped classrooms*: In a flipped classroom, the pedagogical approach which the traditional classroom – based learning is rooted in is inverted so that students are introduced to the learning material before class. The classroom time is then committed to deepening the understanding of the subjectmatter through discussion with peers and facilitation with problem – solving activities. Testa (2024) describes flipped classroom aptly as, "one in which instructors assign students video lectures, reading materials, and science simulations to watch at home before class.. They do the assignment at home -the hard work of learning - the part where they really have to think through things and the part where they have to be talking to their peers. During class, the teacher then assists the students through the assignments, utilizing the class time for active teaching and learning by questioning, discussions, collaborations, and problem-solving activities (https://teachhingcommons.standford.edu>...2024; Brookings, 2024). This type of instructional innovation, according to Bleakley (2024), is working because it follows certain useful principles: (1) provides opportunity for students to gain first exposure to material prior and provide an incentive for students to prepare for class, (2) enables students learn at their own pace, (3) provides a mechanism to assess student understanding, and 4) enables instructor tailor the course to individual student needs. Teachers and heir students are able to access and manage flipped classroom videos through the integration or interface with your learning management systems (LMS) found in most of our universities and other educational institutions.
- ✓ *Virtual Reality (VR) and Augmented Reality (VR)*: Virtual reality and augmented reality are two innovative technologies that are changing the way we use screens, creating new and exciting interactive experiences (GCF Global, 2024). Virtual reality is a great way to encourage collaboration between students and teachers. It can help schools cut costs and better train students for jobs, and supplements rather than replaces in-person learning. *Virtual reality* uses headset to place you in a computer-generated world that you can explore by looking around the environment by physically moving your head (*head tracking headsets*) which ever direction you move, giving you a 360-degree view of the virtual environment. *Augmented reality* (AR) is a bit different from VR. Instead of transporting you to a virtual world, it takes digital images and lays them on the real world around you through the use of either a clear visor or Smartphone. AR headsets such as *Microsoft Hololens* and *Magic leap* are currently more expensive than VR headsets and are marketed primarily to businesses (GCF Global 2024).
- ✓ *Virtual Labs*: Virtual lab refers to a virtual teaching and learning environment aimed at developing students' laboratory skills. As one of the most important e-learning

tools, they allow the student to conduct various experiments without consequences, in contrast to the constraints of real labs. The use of virtual laboratories is indispensable in science, technical, vocational, and institutions of technology in this twenty first century. The

benefits of using virtual labs include: easy access to cutting-edge technology for experimentation (e.g. tools such as simulations and virtual microscopes) which provide futuristic solutions to science and science education students; ensure students' safety as students can try various experiments without the risk of injuries to themselves or damaging expensive equipment; teachers can easily explain complex experience that can make it simpler for students to understand, and allows instructors to capture the learners' attention by engaging them by allowing them to test all those procedures in an online setup easily (https://www.vlab.com.in>27/02/2024). Other benefits include that it offers instant feedback to students, allows learning flexibility as it helps students study and prepare laboratory experiments at any time and place at their convenience. It serves as an affordable alternative to physical laboratories, allows students from various locations to access high-quality science and technology laboratory experiences without the constraints of physical distance, and cater for diverse student body with different learning styles(Brown & Taylor, 2020; Sharma, 2023; Vijayatheepan, 2023).

- ✓ *Social Media:* Social media is a computer-based, digital technology that facilitates the sharing of ideas, thoughts, feelings, and information including text and visuals, through virtual networks among their users. It has been estimated that more than 60%, that is, more that 4.7 billion people of the world, now use social media (Digital 2023; Global Overview Report, 2023). Social media include numerous digital platforms such as Facebook, Facebook Messenger, Instagram, and x Platform (formerly Twitter), You Tube, WhatsApp, WeChat, TikTok, Snapchat etc. (Dollarhide, 2024). Today, social media has become an interesting and increasingly important instrument in organizations and a major tool for teaching and learning in the classrooms and off-the classroom. It is vital in attracting applicants and keeping alumni engaged in most secondary schools and institutions of higher learning. They enable staff and students to establish connection and build networks easily; help students, teachers, and parents to get helpful information easily, connect with other learning groups thus extending learning opportunities, and understand other educational systems; to communicate, collaborate, and cooperate more effectively even outside the classroom. It helps to learn actively rather than passively, gain access to many educational resources (Kenan, 2023; Mirza, 2024). It helps students improve their academic performance. Research has shown that students that experience strong student and staff networks as well as interpersonal relationships, have a sense of belonging, and have a higher degree of intrinsic motivation and academic confidence (Robinson & Stubberud, 2014).
- ✓ *Blended/Hybrid Learning:* Testa (2024) postulated that while going entirely online doesn't make sense for many institutions, implementing a blended or hybrid approach has many benefits. Blended learning or hybrid learning is also known as *technology –mediated instruction*, *web-enhanced instruction* or *mixed mode instruction*. It is an approach to education that combines online educational materials and opportunities for interaction with traditional physical place-based classroom methods (Wikipedia, 2024; Quigley, 2024). It thus requires the physical presence of both teacher and students in brick-and-motar schools (face-to-face classroom practices) combined with computer-mediated activities regarding content and delivery. It has the advantages of improving student learning, student motivation and performance, promoting engagement, self- learning and team work, better flexibility, boosts digital intelligence and the acquisition of digital skills, and teachers and students relationships. It is also used in professional development and training settings (Friesean, 2012; Strauss, 2012).
- ✓ The University of the People (2024) identified four innovations in higher education different from the seven discussed above. These are distance learning, MOOCS (Massive Open Online Courses), Open Educational Resources (OER), and Data- Driven Education.
- ✓ *Distance Education:* According to Wikipedia (2024), *distance education* which is also known as *distance learning*, is the education of students who may not always be physically present at school; it is where the learner and the teacher are separated in both time and distance. Traditionally, this was usually by correspondence courses via mail. Today, however, it is mediated with technologies such as video, television, radio and the internet which involves online learning and traditional offline classroom instruction called *hybrid or blended* teaching in virtual environment (e-learning) (Kaplan and Haenlein, 2016; Honeyman & Miller, 1993; Tabor, 2007; Vaughan 2010; Dron and Anderson, 2014, Anderson and Revera-Vergas, 2020). Online Universities like the University of the People and others, once considered a novelty, provide accessible and affordable education to people all over the world.
- ✓ *Massive Online Open Courses (MOOCs):* MOOCs have some similarities to online universities as "they both take place online, but their outcomes vary". They offer large – scale interactive participation and open access through the World Wide Web or other network technologies, and are recent modes in distance education (Kaplan & Haenlein, 2016). As University of the People (2024) righty pointed out, "When attending a MOOC, a student who completes the courses does not leave with a degree. Instead, he/she may choose to pay for a certificate of completion, (if the MOOC provides that as an option)". With MOOCs, "courses are pre-recorded and this provides students with the flexibility to log on from wherever they wish and learn whenever they want to. MOOCs are great for students seeking to learn about a new subject or a professional looking to grow in his/her current field or potentially change careers. Distributed learning, m-learning, online learning, virtual classrooms etc are often used roughly synonymously with distance education (Simonson & Berg, 2023).

- ✓ *Open Educational Resources (OER)* : Unlike sites such as Wikipedia which can be written by anyone and are thus not 100% reliable, OER is a huge innovation that are online collections of top-notch scholarly materials. These materials include full text, teaching and learning, research materials, exercises and tests, articles, essays, and more, which students have access to. They are intentionally created and licensed to be free to the end users to own, share, and in most cases, modify, re-mix, improve and redistribute (Bell, 2017; UNESCO, 2020; Blisher, Essemiller, Reed, & Santiago, 2021).
- ✓ *Data – Driven Education:* Data-driven education systems such as online learning platforms like *Blackboard*, involves collecting and analyzing both qualitative and quantitative data to identify student needs, strengths, and weaknesses and design instruction to meet those needs. Instructors refer to any information that pertains to instruction, and can be analyzed as data in the classroom (Lemmon and McGuire, 2023). The University of the People (2023) describes it succinctly as follows: that it "allows course instructors to analyze large scale data about course performance, zeroing in on what material is sinking in with students and where they are still having trouble. This allows instructors and administrators to refine their approach and personalize it to their students' needs over time".

III. DRIVERS OF INNOVATION IN EDUCATIONAL ORGANIZATIONS AND OTHERS

The drivers of innovation refer to both internal and external factors that give force or impetus, that motivate individuals, teams and organizations to bring about innovation. The myriads of factors outlined in this article have been gleaned from several works (West & Farr, 1990; Baker, 2006; Sullivan, 2008; Rosenbush et al. 2011; Nicolau & Santa-Mario, 2015; Meng & Brown, 2018; Ranasinghe, 2019; Kafetzoulos et al., 2020; Noorily, 2022; Schlief, 2024). The multitude of factors includes:

- ✓ *Transformational Leadership* : a leadership style that builds corporate culture of innovation in the organization, where employees are free to suggest bold ideas, encourage open communication and cross pollination of ideas, brainstorming and even debate.
- ✓ *Foster recruitment and hiring practices*: that emphasizes employment of creative people who think outside the box, and embrace diverse and inclusive persons who would constitute socially diverse teams. Such multi-faceted teams with different values, skills, gender, backgrounds, culture, knowledge, expertise and experience, will be more innovative than homogenous teams.
- ✓ The organization should *adopt human-centered philosophy of management* as this is one most likely to develop higher and more agile work force that is more likely to generate product and process innovations.
- ✓ *Learning from past mistakes and evolving ideas that are vital for innovation*. Therefore, organizations should view failure through the lens of opportunity (Schlief, 2024). Several inspirational quotes support learning from failures because, "often you learn more from failure than from success". The former President of the United States, Barrack Obama, put it beautifully when he advised that, *"You can't let your failures define you. You have to let your failures teach you*". Michael Jordan said,"*I have failed over and over and over again in my life. And that is why I succeed"*. Roy T. Bennet brilliantly stated, "*The one who falls and gets up is stronger than the one who never tried. Do not fear failure but rather fear not trying",* and that is how you can achieve an innovation.
- ✓ *Do not consider your critics and detractors as your enemies.* You have so much to learn from these critics and "pull opportunities to innovate out of the shadows and into the light" (Schlief, 2024).
- ✓ *Know your competitors, their strengths and weaknesses* and closely monitor what they do and are doing; do not copy what they are doing but be inspired by what your competitors are doing well and look for gaps your organization/company could fill.
- ✓ *Psychological climate:* is defined as employees' perceptions of their work environment, role charity, job importance, leader support, and work group cooperation. How they define the world shapes the newness that they create and become innovative, particularly when they feel psychologically safe to ask questions and share thoughts without fear of reprisal or rebuke. Praising creative and innovative behaviors should be rewarded appropriately and encouraged by recognition and long term career development managers at all levels of management/organization.
- ✓ *Physical environment*: Physical space in which people work enables innovation. Innovation is most likely triggered if the space or offices is conducive or spread out and workers are able to escape and think in peace and quiet. It has been suggested that the more workers are able to dig into prototypes/results/data, the more innovative they would become.
- ✓ *Economic environment*: When market conditions and the economic situation of a country is in distress, then people start changing things up and organizations really begin to be innovative if they are to continue to survive.
- ✓ *Geopolitical culture*: The application of the influence of political and economic geography on politics, national policy and other factors beyond boundaries of a country can also trigger innovation, especially when they find value in different things in the different world cultures.
- ✓ Other factors that drive successful innovation include the following:
- ✓ Desire for growth by the management and employees of the organization.
- ✓ Performance pressure and demand for increased profitability.
- ✓ Training and re-training, skilling and up-skilling, for mew methods and processes of idea generation, new attitudes and approaches for innovation.
- ✓ Financial pressures to decrease costs, increase efficiency, do more with less.
- ✓ Increased competition.

- ✓ Stricter regulations or new regulations, and recognition of incongruity between what you think should be and what is actual or reality.
- ✓ Industry and community needs for sustainable development.
- ✓ Demographic, social, and market changes, environmental and external forces that are changing rapidly
- ✓ Rising customer expectations regarding service and quality.
- ✓ The need for the organization to continue to survive.
- ✓ Emerging technology, new research and technological capabilities and advances.
- ✓ New ideas and needs from customers, strategic partners and employees.
- ✓ The age of the company or organization.
- ✓ Intrinsic motivation fostered through setting of the goal of creating a shared vision and mission that aligns with a variety of team members' wants, needs, and values, may lead to innovation.
- ✓ Encourage generosity because generosity "wins every time," as it can provide you with competitive advantage through new or reformed product, process or service/product delivery system.

IV. DETERMINANTS OF SUCCESSFUL INNOVATION AND HOW TO MITIGATE IMPACT OF NOT INNOVATING

For any company or organization to survive in this rapidly changing world of knowledge economy, it must be ready to innovate, but not all innovations are successful. As Reymer (2018) rightly emphasized, "Successful innovation does not come naturally, and simply delivering products or services is no longer enough". The author identified six pertinent factors that are crucial for successful innovation and are still relevant in all of today's organizations. These are outlined as follows:

- ✓ Make sure innovation is embedded in your enterprise's vision and strategy in order to achieve set goals.
- ✓ Create a corporate culture that encourages exchange of ideas, innovation, open mindedness and learning among employees.
- ✓ Examine whether existing processes support your goals.
- ✓ Have different departments work together on innovation projects.
- ✓ Research what your customers need and what they are willing to pay for.
- ✓ Create inspiring "space" for your employees' mental, physical, social, emotional and financial health.

One relevant question that may be asked at this juncture is why does innovation fail and what are the challenges and barriers to innovation in education and other organizations? How do we mitigate the failure to innovate?

V. WHY INNOVATIONS FAIL: CHALLENGES AND BARRIERS TO INNOVATION IN EDUCATION AND OTHERS

The efforts at adoption of successful innovations in education are hampered by numerous factors. These challenges and barriers are reasons why most fail or innovations are difficult to achieve in primary, secondary, post-secondary education institutions, firms and companies and so on.

- ✓ The tendency of human beings to resist change because of the fear of the unknown.
- ✓ The tradition and lack of perceived need for change and reliance on reputation and the fact that traditional, bureaucratic models of management are too slow and inefficient to keep up with change (Kirschner, 2012).
- ✓ The shared governance (ambiguity, organized anarchy and loosely coupled systems) in Universities and other tertiary institutions makes major changes or innovations much more of a challenge (Caruth and Caruth, 2013).
- ✓ The principles of academic freedom and institutional autonomy coupled with the lack of faculty interest or commitment to innovation will likely make it difficult to obtain staff buy- in. This in turn will significantly and negatively affect the institutional processes of successfully implementing the desired change and innovation.
- ✓ It has been argued that accreditation process, although a peer review mechanism is a broken system because in some cases, it favors established institutions and those that can best grease the palms of the visiting accrediting team members. Those institutions with innovative new programmes may be indirectly blocked as the accrediting body may deny their innovative programmes approval because the accrediting body is yet to develop a basic minimum curriculum guidelines for those new and more innovative academic programmes.
- ✓ Government policies and regulations that are anti-progressive tend to force Universities and other learning organizations and company "away from a culture of innovation towards a culture of compliance" (Kirschner, 2012; Caruth and Caruth, 2013).
- ✓ Goal ambiguity and objectives not being in tandem with the mission and vision of the organizations. The lack of clarity of goals of universities is a major challenge to successful implementation of new innovation.
- ✓ Lack of sufficient funding and lack of modern or advanced technological research facilities and equipment or absence of Research and Development department (R&D) in the organization.
- ✓ Chronic lack of or inadequate or erratic electricity supply.
- ✓ Inadequate training and retraining in advance use of technologies (ICT) for innovative ventures for both the leadership and employees of organizations.
- ✓ Lack of proper strategic plans and planning models in the face of environmental and technological changes.
- ✓ Lack of knowledge or information on the innovations to be introduced in the organizations processes and products (Abubakar et al, 2019; Torres deOliveira et al., 2021).

VI. IMPORTANCE OF INNOVATING

Innovation, especially technological innovations, is considered as vital and paramount components of progress and development with "research providing the knowledge foundation and insights" that drive innovation. Societies or organizations that cherish these multifaceted processes stand to benefit greatly. The advantages include the following:

- ✓ Driving the overall development of society, and continuous growth of the economy and individuals, and addressing societal challenges and enhancing the quality of social well-being.
- ✓ Improving efficiency and meeting the evolving needs of clients/customers
- ✓ Better positioned to adapt to rapidly changing environment and market conditions to avoid future shock.
- ✓ Better able to differentiate themselves from competitors and have comparative advantage (Goft, 1993; Homburg & Pflesser, 2000; Tellis et al., 2009; Taylor, 2016; Dincer, 2017; Bjekic et al., 2019; Bodlaj & Carter, 2019).
- ✓ Innovation contributes to knowledge development in various fields leading to breakthroughs and discoveries that have far reaching implications for mankind.
- ✓ They can help to address complex challenges like climate change, pollution, public health and poverty.
- ✓ They can be the key to unlocking new opportunities and improved brand recognition.
- ✓ They lead to increased productivity with less cost, increased revenue and higher client/customer satisfaction.
- ✓ Strengthen technological advancement, enhances job creation, increase turnover and improved profitability.
- ✓ Encourages teachers, school leaders and managers to explore and discover different ways of looking at problems and resolving those (Satapathy & Malhotra, 2020).

VII. DANGERS OF NOT INNOVATING

It has been found that business, educational organizations and other organization that fail to innovate, run the risk of the following:

- ✓ Putting the organization in danger, becoming vulnerable and eventual death (Foreman, 2016; Dance, 2016). For example, Blockbuster Entertainment Inc. was a accompany famous worldwide during the 1990s renting videos but failed to innovate. The result was that it was taken over by Netflix as it attracted millions of customers who preferred to watch their favorite shows on their Devices at home instead of going to stores to rent CDs, or DVDs and so on. Kodak, Nokia, Motorola, Xerox etc, seemingly indestructible companies, also ultimately died; they were sold or went bankrupt due to their failure to innovate at the right time and/or in the right way or their inability to cope with the rapidity of technological change.
- ✓ Losing their position /ranking or market share and reputation to competitors.
- ✓ Public organizations will be unable to meet clients or customers' needs.
- ✓ Reduced productivity and efficiency.
- ✓ Inability to attract top talent
- ✓ Loosing key staff
- ✓ Worker will become bored , unmotivated and disengaged
- ✓ Reduced margins of profit
- ✓ Production of obsolete products and services, and consequently risk of going out of operation (Dowsett, 2023; Nibusinessinfo.co.uk, 2024).

STRATEGIES TO MITIGATE CONSEQUENCES OF NOT INNOVATING

A number of strategies have been highlighted;

- ✓ It has been established that one of the strongest determinants of an organizations inability to innovate is its lack of visionary leadership and lack of talent and employees with competent and innovative ideas thinking out of the box. It has been observed that employing a broad and diverse pool of top talent and creative and problem solving persons that consistent survey the market to know the direction of and what competitors do, and consistently brainstorm and generate new ideas and propose innovations to fill exiting gap in the market, is critical in mitigating the negative effects of failure to innovate. Such employees should be encouraged to" challenge the norm "and create momentum for your innovation project, and keep the process going
- ✓ Establish a vision and culture of innovation and ensure the employees keyed into these goals. Efforts should be made to retain competent staff.
- ✓ Train and re-train, re-skill and up-skill employees after a survey to identify each areas of development needs, buy-in so that they can "take ownership of their development paths and succeed in the future"
- ✓ Viewing your failure through a positive lens can teach us to evolve and innovate. "Our mistakes have important lessons to teach us, if we fight the impulse to hide those failures, and instead, examine them with patience and curiosity" (https:/twentyonrtoys.com>blogs). Sir Ken Robinson put it lightly when he stated, "if you are not prepared to be wrong, you will never come up with anything original (innovative)". Thomas J. Watson, Sr. founder of IBM put it bluntly when he advised that "Go ahead and make mistakes. Make all you can, because that's where you will find success: on the far side of failure". In effect, Watson is pointing out that getting comfortable with failure can pave the way for exploration and innovation.
- ✓ Focus on areas of strategic importance, innovations that are directly apply or align with the mission and vision of your business or organization.
- ✓ Practice purposeful abandonment, abandon products, services or services that have low growth and low market share and focus on more attractive opportunities
- ✓ Constantly communicate and connect, create a dialogue of idea sharing by engaging with your industry's thought leaders, current customers and inspirational customers, this will enrich your perspective and keep you attuned to emerging trends (Brooks , 2015).

- ✓ After laying a culture of innovation, promoting growth mindset, encourage open communication and collaboration on innovation and implement effective innovation strategy, monitoring and adjusting innovation efforts (Hyland, 2024).

VIII. CONCLUSION

Innovations in educational organizations and environments are numerous and multi-faceted. Technological innovations are being developed by the day and teachers need to be current with emerging innovations, especially those with relevant application to the education sector, or else they become rustic. Innovations in education provide a better teaching and learning experiences and opportunities for both teachers and students in higher institutions and secondary schools. Drivers of innovations which include internal and external factors give force and motivation to innovations in the education sphere. A number of such factors were outlined in the article. Determinants of successful innovations in any educational organization were also appraised. Barriers to and challenges facing educational organizations in the educational environment from innovating were elucidated and finally, the article submitted that there are dangers inherent in failure to innovate and offered suggestions to mitigate the challenges and negative impacts of failure to innovate.

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