

INNOVATION IN EDUCATION: A MANAGEMENT CONCERN TO ACHIEVE SCHOOL PERFORMANCE

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The social institution that is considered most important in building the present and future of every society is education, (Altan, M. Z., 2020). When a world is confronted with problems and challenges, education is pointed as a solution. Education could contribute to creating a more socially just and inclusive society, but fulfilling a democratic system of education, there should be an entryway of opportunity for children to fulfill their visions creatively, (OECD, 2018). Transforming education requires innovation throughout all levels of the education system, there is a wide range of issues and challenges that education systems are facing in times of recovery phase after pandemic, and there is urgency in investing to offset learning losses, minimize dropout rates, and mitigate the potential downstream economic, labor markets and social impacts, (GEC, 2022). Nowadays, many educational reforms, changes and innovation initiatives are prepared, introduced, and implemented in almost every country, (Altan, M. Z., 2020).

Innovation often refers to changes within the system that generally contribute to improving the development of the educational process and achieving high results. (Mukhammedovna, Z. N., & Bahromkizi, M. N., 2021). Additionally, innovation as a process implies that some steps need to be taken and followed in an organized manner to achieve the goal, (Kahn, 2018). School innovation management in an era of global reform aims to improve the quality of education and learning with a commitment to innovation towards renewal and improving the quality of human resources ensuring various changes would occur in educational society, social, and cultural aspects, (Parnawi. A., et. Al., 2021). Management of innovative activities in an educational institution is carried out

in accordance with progressive trends in the innovative educational process considering capabilities of teachers, level of professional and methodical competence, readiness to master, implement and develop innovations that are in demand by modern educational practice, (Mukhammedovna, Z. N., & Bahromkizi, M. N., 2021).

School leaders require innovation management to better improve school performance. The process of managing change is complex and thus, leaders play an important role as they are responsible for the management and implementation of the complex process, (Karsantik, I., & Cetin, M., 2022). Innovative leaders actively shape behavior and optimally impact the quality of education that continues to improve. The complex quality competition requires innovative leaders, a passion and dedication to work clearly to achieve educational goals, (Ubaidillah, M., 2018). Innovation management in school is related to transformational leadership, organization learning, resource management, and innovation itself, which is positively related to the improvement of school performance, (Kanokorn, S., & Sitthisomjim, J., 2018). Also, innovative management practices can be used to predict the effectiveness of secondary schools in terms of students' academic performance, teacher's job effectiveness and principal administrative effectiveness, (Agunwa, J. N., et. al., 2019). However, when innovation is not embraced in school it may result in poor school performance. It is worth noting that innovation sometimes causes the opposite set of circumstances and leads to deterioration of the system, (Mukhammedovna, Z. N., & Bahromkizi, M. N., 2021).

In the Philippines, the learning outcomes of the education system have long been declining in terms of quality even before the pandemic period, this obviously failed to evolve and innovate a resilient system that can continue to place learners on the path to progress, (Filoteo, M., 2021). Low proficiency levels among Filipino students are the result of poor-quality education, as reflected in the result of the 2018 Programme for International Students Assessment (PISA) where the Philippines ranked 79th in reading, and low performance in mathematics and science. (OECD, 2018). The government

continues to address human resource distribution at the Department of Education to reduce workloads, and other multitude responsibilities and roles that teachers play, (PIDS, 2019). School leaders should continue practicing innovative management to alleviate school performance. In a study of Madrigal, D.V. & Roberto, J., (2019), teaching standard competence and performance of basic education as assessed by principals and teachers themselves has significant relationships.

Fostering innovation as a vital component of national development and sustainable growth the government enacted Republic Act No. 11293 known as the Philippine Innovation Act, NEDA, (2019). Correspondingly, the Department of Education shall develop innovation policies, strategies, and mechanisms to mobilize Filipino citizens to innovate and edge. Governance of Basic Education through RA 9155 enacted a mechanism for a continuous improvement of quality basic education, by improving schools and learning centers for total development of learners and emphasizing the significance of innovative modes of instruction to achieve higher learning outcomes, BEC (2001). Meanwhile, innovation in education can be a means to achieve educational objectives. This allows school heads and decision makers to assess whether innovation policies lead to the intended changes and have a better understanding of the current practices.

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