



**International Journal of Economics,
Environmental Development and Society
(IJEEDS)**

MANAGING FUNCTIONAL AND INNOVATIVE EDUCATION IN TEACHERS' TRAINING INSTITUTIONS IN RIVERS STATE, FOR GLOBAL COMPETITIVENESS

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ABSTRACT

This study examined management of functional and innovative education in teachers' training institutions (TTI) in Rivers State for global competitiveness. The study was guided by two research questions and two hypotheses. Descriptive survey design was adopted by the researcher. The population consists of 1,680 lecturers in TTI in Rivers State. A sample of 474 lecturers representing 28% of the population was drawn through stratified random sampling technique. A questionnaire entitled: "Management of Functional and Innovative Education in Teachers Training Institutions Questionnaire (MFIETTIQ)" developed by the researcher was used for data collection. The instrument which was well validated yielded a reliability index of 0.79 through Cronbach Alpha method. Mean, standard deviation and rank order were used to analyse the research questions, while z-test was used to test the hypotheses at 0.05 level of significance. Results revealed that, ways functional education could be managed in TTI in Rivers State for global competitiveness include among others: impacting all necessary skills student teachers require; providing concrete and usable knowledge relevant to national and international needs; and providing learning experience relevant to practical life. Results equally revealed that, the ways innovative education could be managed in TTI in Rivers State for global competitiveness include among others: ensuring that staff and students are adequately sensitized on the innovation; providing necessary teaching/learning resources; and ensuring that teachers are adequately updated in knowledge and skills. Based on the results, conclusion was drawn and the following recommendations among others were made: teachers' training institutions in Rivers State should be adequately equipped with modern facilities and instructional materials to enhance effective teaching and learning for global competitiveness.

Keywords: Management, Functional, Innovation, Teacher-Education, Global Competitiveness.

Reference to this paper should be made as follows:

Gbeke-Kalagbor, I. (2023). Managing functional and innovative education in teachers' training institutions in Rivers State, for global competitiveness. *International Journal of Economics, Environmental Development and Society*, 4(3), 384-397.

INTRODUCTION

Teachers training institutions (TTI) have the mandate by law to produce qualified teachers for the various levels of our educational system. In Rivers State, we have four public tertiary institutions whose faculties of education train teachers. They provide programmes leading to the award of certificates, diplomas and degrees in various arms of teacher education. These institutions are made up of a body of academic, professional and technical staff employed to support, teach and produce graduate teachers for the country's educational system (Mgbekum, 2004). These institutions are headed by Vice Chancellors and a provost who superintend over the resources available in their institutions. They manage these resources to ensure that teacher education goals are met among other goals set by their institutions.

Management has been perceived from different perspectives by different scholars. Some see it as a process demanding the performance of a specific function. According to Nwachukwu (1992), management is seen as getting things done through others. It is seen in practical sense as dealing with the delegation of authority or functions to subordinates or the ability to delegate authority and still get the job done effectively (Nwaoku, 2005). In the field of academics, educational management can be described as the art of working, particularly through people for the attainment of the broad educational goals (Wicks, 2009).

The Federal Republic of Nigeria (2014) through its National Policy on Education (NPE) has as one of its philosophical statements that: There is need for functional education to promote a progressive and United Nigeria. To this end, school programmes need to be relevant, practical and comprehensive. According to Ivowi (2019), relevance and appropriateness of programmes as well as provision of life skills activities are considered for functionality. Functionality of an activity can be viewed in terms of such an activity being able to serve its purpose efficiently and progressively. It is the state or quality of something to be what it is meant to be. On the other hand, innovative education is about the introduction of something new, effecting a change or replacement of traditional methods with modern approaches, new ideas and creative thoughts.

Innovative education is necessitated by the dynamic nature of our society. Things are changing every day. Technologies are changing, methodologies of teaching are equally changing. These changes lead to new expectations or targets from TTI. The society expects these institutions to produce teachers who are properly equipped with the knowledge of how to utilize modern technologies and methodologies in their service delivery. Being abreast of these innovations will help them to become globally competitive as well as produce school graduates that can favourably compete with their mates across the globe.

Rivers state is one of the thirty-six states in Nigeria with a population strength of close to eight million people. A greater percentage of these people are within the school age and desirous of improving their knowledge through one academic programme or the other. This requires that TTI should double their efforts in supplying well trained and qualified teachers in the State and beyond. To achieve teacher development goals, these institutions need to adopt functional and innovative education that is effectively managed. These institutions need to acquire and utilize modern technologies in the training of teachers. Adoption of innovations play significant roles in the improvement of quality service delivery, customer care, productivity, revenue generation and market competitiveness. It appears that industries that fail to adopt innovations are likely to suffer entropy, and may fail to meet the expectations of the consumers of their products.

The emergence of Information Communication Technology (ICT) has created room for a rapid growth or innovation in the education industry (Ololube et al., 2012). They are confronted

with the huge burden of ensuring that their products are abreast and ready to adopt these emerging technologies in their professional areas in order to be globally competitive (Ololube et al., 2009). Global competitiveness refers to the ability of any state or nation to supply high quality goods and services at reasonable costs resulting in satisfactory returns. Institutions and organizations that engage in the production of goods and services need to adopt acceptable processes that will lead to the production of goods and services whose quality and cost of production are similar to those produced by similar institutions or organizations in other parts of the world (Ololube et al., 2012). In other words teachers produced by TTI in Rivers State will be said to be globally competitive if they adequately and favourably compare with those produced in other countries in terms of their quality and cost of production (Ololube et al., 2009).

Therefore, management of functional and innovative education in TTI implies an effective utilization of available resources in these institutions by the authorities to produce well trained and qualified teachers that will meet the aspirations of the society in terms of knowledge of their subject matter and application of innovations in education in their service delivery. It is against this backdrop that the researcher was motivated to investigate the management of functional and innovative education in teachers' training institutions in Rivers State, Nigeria for global competitiveness.

Statement of the Problem

Education appears to be the greatest industry world over. This is the reason for the huge amount of money invested on it by various governments across the world. It is through education that relevant customs, traditions and values are transferred from one generation to another. It is also through education that appropriate knowledge, skills, technologies and labour forces are developed. It is often said that education has the capacity of providing solutions to various problems confronting mankind. This is possible with a functional and innovative system of education that is responsive to the various changes that take place in the society and all over the world.

It is therefore, the responsibility of government and the authorities of our educational institutions to ensure that functional and innovative education is adequately provided and managed in all our educational institutions to enable them and their products compete with their counterparts across the world. Hence, the problem of this study is to investigate the management of functional and innovative education in teachers' training institutions in Rivers State for global competitiveness.

Aim and Objectives of the Study

This study aimed at investigating management of functional and innovative education in teachers training institutions in Rivers State for global competitiveness. Specifically, the study sought to:

- Determine ways functional education could be managed in TTI in Rivers State for global competitiveness.
- Ascertain ways innovative education could be managed in TTI in Rivers State for global competitiveness.

Research Questions

The following research questions guided the study:

- What are the ways functional education could be managed in TTI in Rivers State for global competitiveness?
- What are the ways innovative education could be managed in TTI in Rivers State for global competitiveness?

Research Hypotheses

The following hypotheses were tested at 0.05 level of significance:

- There is no significant difference between the mean response of male and female lecturers on the ways functional education could be managed in TTI in Rivers State for global competitiveness.
- There is no significant difference between the mean response of male and female lecturers on the ways innovative education could be managed in TTI in Rivers State for global competitiveness.

THEORETICAL LITERATURE REVIEW

This study is anchored on two theories. The theory of diffusion of innovation and production theory. The diffusion theory was propounded by Rogers (1977). The theory states that technological innovation is communicated through channels among members of a social system. Every social system has members that constitute the system. Rogers holds that innovation is any idea, practice or project perceived as being a newcomer in any social system even if such concept had been in use long time ago. Innovation is primarily about change, a shift from the norms and everyday practice. Innovation brings about change in behaviour as to enable man cope with the demand of the new concept (Ololube et al., 2013).

The production theory was propounded by Coleman (1969). The theory states that in analyzing the relationship between inputs and outputs of a production line, the production function of the system must show that all the products meet the objective function for which the resource in puts were acquired for the successful operation of the system. Production function refers to the application of economic concept to education business. It relates to the various forces that control what takes place in the school, teaching and learning activities that go on in the school. The theory emphasizes on how inputs relate to outputs such as turn-over rates of graduates into the labour market, labour market remarks about the school graduates, the performance and quality of the graduates with reference to the roles and tones of their almamatta. Production theory holds that investments into education should be justified by qualitative outputs.

These theories are relevant to this study because the only thing in life that is constant is change. Individual and organization strive for improved standard of living, economy, ways of production, methods of teaching and learning. Hence change is inevitable in every institution. Adopting these innovations requires some vital inputs (time, money, materials and human

beings) which must be effectively and efficiently utilized to achieve desired results (functional education). According to the production theory, the school system provides functional education to the extent that its output (graduates) meets the desires and aspirations (quality) of the society in terms of character/behaviour, skills and knowledge required for engagement in productive activities.

CONCEPTUAL LITERATURE REVIEW

Management is one of the most important human activities. Since human beings start forming social organizations to accomplish certain aims and objectives they could not accomplish as individuals. It is necessary to ensure the coordination of the efforts of people and the utilization of resources. Ajayi and Ayodele (2002) defined educational management as the coordination of all the resources made available to education through the process of planning, organizing, directing and controlling in order to achieve educational goals and objectives. Similarly, Adeyemi (2006) described management in education as the process of providing leadership within educational system by coordinating activities and making decisions that would lead to the achievement of school objectives, which are effective teaching and learning.

Management according to Emunemu (2019), is the creation of internal environment for organized efforts to accomplish group goals. It is the activity which plans, organizes and controls the operations of the basic elements of men, materials, machines, methods, money and markets, providing direction and coordination, and leadership in human efforts, so as to achieve the sought objectives of the organization.

Functional Education

Functional education according to Musa and Joseph (2018) consists of all the skills a student needs in order to live independently. Functional education emphasis on selecting knowledge that is concrete and usable rather than abstract and theoretical. Asaju and Adagba (2014) described functional education as the type of education that equips people with relevant knowledge and skills required for the performance of productive tasks. It is that type of education that helps any nation to meet her developmental aspirations. Obanya (1997) explained that functional education is the education that is based on the learners' needs and that uses the students' interests as mechanism for activating them towards desirable tasks. It comes spontaneously from the influence of the environment and its needs. The purpose of functional education, essentially, is to build the mind that acts from wholeness of organic life with relation to practical life for the present and the future.

Functional education could be seen as the adaptation of an individual to his natural and social environment for the maintenance of equilibrium, wholeness and the survival and progress of the society. Achieving functional education depends so much on the presence of adequate infrastructures; policies and curriculum; teaching and non-teaching personnel; funding; learners and their future. Looking at these items and the present level of development in the teachers' training institutions in Rivers State, one could say that we still have a lot to cover in order to have a functional education required for global competitiveness. The issue of infrastructure is being addressed by federal and state governments, as well as the intervention of Tertiary Education Trust Fund (TETFund). The Rivers State government has made reasonable impact in terms of infrastructural development of Rivers State University (RSU) and Ignatius Ajuru

University of Education (IAUE) which are the two state owned teachers' training institutions. The federal government is also addressing the infrastructural challenges in federal institutions. Through the intervention of TETFund, most of these institutions now have more lecture theatres, halls, laboratories, libraries, offices and workshops. This should be sustained and extended to provision of books, literature materials, ICT gadgets, laboratory equipment and reagents, workshop tools and studio materials.

The curriculum of teachers' training institutions have been reviewed in recent times to infuse what is needed by the society now and in the near future as enshrined in the new policy on education. Efficient and effective implementation of this curriculum is challenged by poor funding of these institutions (Isyaku, 2019). There is inadequate supply of teaching personnel, teaching materials and ICT gadgets, which have affected the quality of education in these institutions. This has been worsened by the outbreak of corona virus (Covid 19) and persistent strike by lecturers in Nigeria. Also affecting the quality of education in recent times is the general apathy to hard work or continues search for easy means of graduating without necessarily acquiring the skills and knowledge by the students. This has led to under performance of many graduate teachers in the labour force.

The provision of functional education has been acknowledged by Asaju and Adagba (2014) as a major means of solving developmental challenges of many nations such as poverty, unemployment, inequality and corruption. Managing functional education especially at teachers' training institutions is therefore necessary because no nation can rise above the quality of teachers in its educational system. What the teachers have is what they will offer. The process of training the teachers is very crucial because it will have a multiplier effect on the growth and development of the nation. The government and authorities of these institutions must ensure that there is adequate provision of qualified teaching personnel, learning resources and conducive teaching/learning environment with highly committed supervisors or quality control agents.

Managing innovative education is vital due to its important role in enhancing global competitiveness. Management of innovative education has been described by Ololube et al. (2013) as the engine for the growth of prosperity, national and international competitiveness. Management of innovative education would equip 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 (Ali, 2016). The authorities of teachers' training institutions determine the effectiveness of the curriculum through instructional supervision, staff motivation, continuous professional development of teachers, adequate provision and maintenance of school plant and facilities.

The school authorities, through management of innovative techniques that are performance – based sustains learning by ensuring that administrative and curriculum targets are achieved. Innovative education is conceived by many as creating new ideas or things which are quite different from the known or usual ways and traditions, rites, methods and approaches. According to Onyali (2016), it is the creation of a new idea, device or process in education purposely organized and introduced for better solution that meet new requirements. Innovative education is the creation or injection of new ideas, technologies, principles and practices into the education system. It is a positive, planned and specific change which is created or initiated to facilitate the achievement of some defined goals. Expanding this conception further, innovative education as a comprehensive, deliberate and healthy positive policies, practices or ideology of education with a view to bringing about desirable improvement in goal achievement in educational experiences of the people or the society.

It is impossible to talk about innovative education without mentioning Information Communication Technology (ICT). Computer literacy has been introduced as a course in teachers' training institutions. The application of ICT in the classrooms has aided in bringing knowledge closer to learners and consequently close the digital divide irrespective of distance. The current curriculum adopted in teachers' training institutions have been expanded to include subjects that predisposes student teachers to development issues which is innovative education created to enhance education (Osuji, 2010). These new subjects among others include computer appreciation, entrepreneurship education, and environmental education.

Student teachers need to be computer literate and should possess enough computer application skills to enable them source for information, store and retrieve information from the digital cloud. These skills will also enable them to utilize modern instructional technologies in the classroom. The benefits of integrating modern technologies in professional training and development of teachers are numerous. According to Ololube et al. (2012), the integration of modern technologies into school lessons enhances students' learning interest because technology opens many opportunities that make learning a fun and interesting through teaching the same things in new ways. It motivates learning, active participation and engagement in the learning process which could be hardly achieved using traditional teaching methods.

It equally enhances knowledge retention and it allows students to learn at their own pace, and develop skills that are essential for the 21st century. Innovative education welcomes learning from each other's point of view, learning through cooperate effort and group participation among others (Achuonye, 2018). According to Ojule and Orlu-Makele (2021), the top six technology innovation that are causing major changes in education are: virtual reality (VR) in education, cloud computing for education, 3D printing, artificial intelligence and machine learning, social media in educational institutions, and the use of biometrics in schools. The installation of internet facilities in schools has enhanced the utilization of technological innovations in the educational industry (Ololube et al., 2013). Through this, ideas spread fast and there is wide exchange of information, hence the classrooms should be made very innovative. According to Shulman (2018), ten ways teachers can create innovative learning spaces include: mindset, a change in mindset, mood and overall classroom vibe begins with the teacher who sets the tone of the class from the minute learners walk into the classroom, self-reflection; ask open-ended questions; create flexible learning environment; personality matters; use problem solving; let students take risk and fail; consider a flipped classroom model; invite entrepreneurs and innovators into the classroom; and use the design-thinking process.

METHODS

The study used descriptive survey research design. The population of the study comprised of 1,680 lecturers in the faculties of education of the three public universities in Rivers State and Federal College of Education (Technical) Omoku, Rivers State. (Source: Academic Planning Units of the Institutions). A sample of 474 lecturers (250 male and 224 female) representing 28% of the population was drawn through stratified random sampling technique. A questionnaire entitled, "Management of Functional and Innovative Education in Teachers' Training Institutions Questionnaire (MFIETTIQ)" developed by the researcher was used for data collection. The instrument was well validated and a reliability index of 0.79 was obtained through Cronbach Alpha method. Mean, standard deviation, and rank order were used to answer the research questions, while z-test was used to test the hypotheses at 0.05 level of significance.

RESULTS

Research Question One: What are the ways functional education could be managed in teachers' training institutions in Rivers State for global competitiveness?

Table 1: Mean Scores, standard deviation and rank order analysis of the responses of male and female lecturers on ways functional education could be managed in teachers' training institutions in Rivers State for global competitiveness.

S/N	Ways functional education could be managed in teachers' training institutions in Rivers State for global competitiveness.	Male lecturers N = 240		Female Lecturers N = 216		Mean Set	Rank Order	Decision
		SD ₁		SD ₂				
1.	Impacting all necessary skills student teachers require for global competitiveness e.g. communication skills and ICT skills.	3.09	0.64	3.08	0.64	3.09	2 nd	Agree
2.	Providing concrete and usable knowledge relevant to national and international needs.	3.13	0.61	3.10	0.63	3.12	1 st	Agree
3.	Providing curriculum/learning experiences relevant to practical life.	3.05	0.66	3.03	0.67	3.04	6 th	Agree
4.	Ensuring that teachers training institutions are adequately equipped with infrastructures and relevant modern equipment.	3.02	0.69	3.14	0.62	3.08	3 rd	Agree
5.	Ensuring that well trained and highly motivated staff are hired for effective and efficient service delivery.	3.10	0.63	3.00	0.69	3.05	5 th	Agree
6.	Setting up adequate quality control measures.	3.08	0.66	3.07	0.65	3.08	3 rd	Agree
7.	Motivating students to work hard, be disciplined and committed to their studies.	3.06	0.67	3.00	0.71	3.03	7 th	Agree
Aggregate mean and standard deviation.		3.08	.65	3.06	.66	3.07		Agree

Table 1 shows that items 1 to 7 in the rank order of 1st to 7th had weighted mean scores that were greater than the criterion mean of 2.50. They were accepted as the ways functional education could be managed in teachers' training institutions in Rivers State for global competitiveness. The aggregate mean of 3.08 for male lecturers and 3.06 for female lecturers which are above the criterion mean is an indication that the respondents unanimously agreed on the ways functional education could be managed in teachers' training institutions in Rivers State for global competitiveness.

Therefore, the ways functional education could be managed in teachers' training institutions in Rivers State for global competitiveness include: impacting all necessary skills student teachers require for global competitiveness; providing concrete and usable knowledge relevant to national and international needs; providing curriculum/learning experiences relevant to practical life; ensuring that teachers' training institutions are adequately equipped with infrastructures and relevant modern equipment; ensuring that well trained and highly motivated staff are 'hired for effective and efficient service delivery; setting up adequate quality control measures; and motivating students to work hard, be disciplined and committed to their studies.

Research Question Two: What are the ways innovative education could be managed in teachers’ training institutions in Rivers State for global competitiveness?

Table 2: Mean scores, standard deviation and rank order analysis of the responses of male and female lecturers on ways innovative education could be managed in teachers’ training institutions in Rivers State for global competitiveness

S/N	Ways innovative education could be managed in teachers’ training institutions in Rivers State for global competitiveness.	Male lecturers N = 240		Female Lecturers N = 216		Mean Set	Rank Order	Decision
		SD ₁		SD ₂				
1.	By ensuring that staff and students are adequately sensitised on the innovation introduced.	3.18	0.57	3.16	0.59	3.17	3 rd	Agree
2.	By providing the necessary teaching/learning resources needed by such innovation.	3.24	0.55	3.20	0.56	0.322	1 st	Agree
3.	Ensuring that teachers teaching such new subjects are adequately updated in knowledge and skills.	3.17	0.59	3.19	0.57	3.18	2 nd	Agree
4.	Ensuring that reforms in education are adequately internalized by all the stakeholders.	3.12	0.60	3.10	0.61	3.11	4 th	Agree
5.	Ensuring the integration of ICT utilization/other modern technologies in the implementation of innovations in teachers training institutions.	3.04	0.62	3.02	0.63	3.03	5 th	Agree
6.	By depending on international agencies for funding of innovative education	2.26	0.65	2.24	0.66	2.25	7 th	Agree
7.	By reviewing the implementation of innovation in education to assess its progress/challenges and the way forward.	2.96	0.63	2.98	0.64	2.97	6 th	Agree
Aggregate mean and SD		3.00	0.60	2.98	0.61	2.99		Agree

Table 2 shows that items 1,2,3,4, 5 and 7 in the rank order of 1st to 6th had weighted mean scores that were greater than the criterion mean of 2.50. They were accepted as the ways innovative education could be managed in teachers’ training institutions in Rivers state for global competitiveness. Item 6 which ranked 7th with weighted mean of 2.25 was rejected because this mean is less than the criterion mean. The aggregate weighted mean of 3.00 for male lecturers and 2.98 for female lecturers signify that both respondents shared a common opinion on ways innovative education could be managed in teachers’ training institutions in Rivers State for global competitiveness.

Therefore, the ways innovative education could be managed in teachers’ training institutions in Rivers State for global competitiveness include: ensuring that staff and students are adequately sensitised on the innovation; providing the necessary teaching/learning resources; ensuring that teachers are adequately updated in knowledge and skills; ensuring that reforms in education are adequately internalized by the stakeholders; ensuring the integration of ICT/other

modern technology utilization in the implementation of innovations; and reviewing the implementation of innovation to assess its progress/challenges and the way forward.

Test of Hypotheses

Hypothesis one: There is no significant difference between the mean response of the male and female lecturers on the ways functional education could be managed in teachers' training institutions in Rivers State for global competitiveness.

Table 3: z-test of difference between the mean scores of male and female lecturers on the ways functional education could be managed in teachers' training institutions in Rivers State for global competitiveness.

Gender	N	Mean	SD	Df	z-cal.	z-crit.	Level of sign.	Decision
Male	240	3.08	.65	454	0.319	± 1.960	0.05	Ho ₁ Not Significant hence hypothesis was retained.
Female	216	3.06	.66					

Table 3 shows the summary of mean, standard deviation and z-test of difference between the male and female lecturers on ways functional education could be managed in teachers' training institutions in Rivers State for global competitiveness. The z-test calculated which was used in testing the hypothesis stood at 0.319 while the critical z-value was ± 1.960 at 454 degree of freedom using 0.05 level of significance. The z-calculated was less than the z-critical value.

Therefore the null hypothesis of no significant difference between the mean scores of male and female lecturers on ways functional education could be managed in teachers' training institutions in Rivers State for global competitiveness was retained.

Hypothesis 2: There is no significant difference between the mean response of male and female lecturers on the ways innovative education could be managed in teachers training institutions in Rivers State for global competitiveness.

Table 4: z-test of difference between the mean scores of male and female lecturers on the ways innovative education could be managed in teachers' training institutions in Rivers State for global competitiveness

Gender	N	Mean	SD	Df	z-cal.	z-crit.	Level of sign.	Decision
Male	240	3.00	.60	454	0.352	± 1.960	0.05	Ho ₂ Not Significant hence hypothesis was retained.
Female	216	2.98	.61					

Table 4 shows a summary of mean, standard deviation and z-test of difference between the male and female lecturers on the ways innovative education could be managed in teachers' training institutions in Rivers State for global competitiveness. The z-test calculated which was used in testing the hypothesis stood at 0.352, while the critical z-value was ± 1.960 at 454 degree of freedom using 0.05 level of significance. The z-calculated value was less than the z-critical value. Therefore, the null hypothesis of no significant difference between the mean scores of male and female lecturers on the ways innovative education could be managed in teachers' training institutions in Rivers State for global competitiveness was retained.

DISCUSSION OF FINDINGS

The results of the study revealed that the ways functional education could be managed in teachers training institutions in Rivers State for global competitiveness include: impacting all necessary skills student teachers require for global competitiveness; providing concrete and usable knowledge relevant to national and international needs; providing curriculum/learning experiences relevant to practical life; ensuring that teachers' training institutions are adequately equipped with infrastructure and relevant modern equipment; ensuring that well trained and highly motivated staff are hired for effective and efficient service delivery; setting up adequate quality control measures; and motivating students to work hard, be disciplined and committed to their studies. These findings agree with the assertions of Musa and Joseph (2018)., Asaju and Adagba (2014); and Obanya (1997) who in their respective studies emphasized that functional education consists of all the skills a student needs, and the relevant knowledge he requires for effective performance of productive tasks. It is education that is based on the learners needs. These needs comprise of all the knowledge and skills he require in his professional area for both local and international interactions and role performance.

Paramount among such skills are communication skills, ICT skills, teaching skills, assessment evaluation skills, etc.; and adequate knowledge of his subject matter. These skills and knowledge will enhance his competence and global competitiveness. the managers of teachers' training institutions should ensure that school curriculum is formulated based on the students' needs in real practical life, knowledge acquired from it should be concrete, usable and will encourage the recipients to live independently. Achieving functional education demands that institutions should be properly equipped with adequate infrastructure (classrooms, hostels, laboratories, play/recreational grounds, health facilities, offices, libraries, workshops, etc) and highly motivated qualified staff that will work as a team to ensure the attainment of this goal. It is unfortunate that most teachers' training institutions lack adequate infrastructures, well qualified and motivated staff. These serve as barriers to management of functional education in these institutions for global competitiveness.

There is equally the need to set up adequate quality control measures in these institutions in order to checkmate the activities of staff and students. Adequate quality control measure will ensure that everybody lives up to expectation by executing his roles effectively and efficiently. In most cases quality control is compromised in these institutions thus creating room for inefficiency and poor quality service delivery. Staff and students should be encouraged to work hard because there is dignity in labour. Apathy to hard work should be seriously dealt with and the search for easy ways of graduation without obtaining relevant skills and knowledge should be highly discouraged by authorities of teachers' training institutions in order to enhance functional education in these institutions.

The results of the study equally showed that the ways innovative education could be managed in teachers' training institutions in Rivers State for global competitiveness include: ensuring that staff and students are adequately sensitized; providing the necessary teaching/learning resources; ensuring that teachers are adequately updated in knowledge and skills; ensuring that reforms in education are adequately internalized by stakeholders; ensuring the integration of ICT/ other modern technology in the implementation of educational innovations; and reviewing the implementation of innovation to assess progress/ challenges and the way forward. Adequate sensitization of staff and students will help them to see the reason for the innovation and why they should fully support it. It help the students to develop the feeling

that the government cares for them and they are worried about their problems, hence they introduce new things in our educational system from time to time to ensure that the knowledge and skills needed by students are provided.

Management of innovative education requires adequate provision of human and material resources for its effective implementation. Adequately trained teachers in the new fields of knowledge introduced should be supplied and capacity building programmes should be organized for other teachers in order to update their knowledge on the innovation introduced. Material resources such as technical equipment, instructional materials, infrastructures must be adequately provided and utilized for effective management of innovative education. This is necessary because according to Ololube et al. (2012), the integration of modern technologies into school lessons enhances students learning interest. This also motivates teachers to effectively deliver their lessons. The integration of modern equipment such as computers, projectors, cameras etc as well as provision of internet facilities are essential for effective management of innovative education for global competitiveness. This is supported by Abaa and Oluwuo (2019) who emphasized on the need to shift to e-administration in order to have a paperless office. The integration of ICT in record keeping, management of funds, communication, maintenance of facilities, staff training and development will improve the management of innovative education in teachers' training institutions for global competitiveness.

Finally, it is important that implementation process is reviewed at the end of every academic session to ascertain the level of progress made and the challenges experienced. This will enable institutional authorities to find out how relevant the innovation is, and the extent it is satisfying all conditions of functionality. The necessity for this according to Akpa (2019), arose from the absurdity of continuing the same old practices, methods and strategies of educational service delivery but expecting different and persistently appropriate results. This will enhance effective management of innovative education for functionality and global competitiveness.

CONCLUSION

Teachers occupy a very important position in the sustainable growth and development of our society. The process through which teachers who are the custodians of our educational system are produced must be paid attention to, in order to ensure its credibility, functionality and innovativeness. Without effective management of functional and innovative education in teachers training institutions (TTI) in Rivers State, it will be difficult for graduate teachers from TTI in the state to be globally competitive. This will have adverse, effect on the students and the society at large.

Recommendations

Based on the findings, the following recommendations were made:

- Teacher training institutions in Rivers State should be adequately equipped with modern facilities and instructional materials to enhance effective teaching/learning for global competitiveness.
- Adequately qualified and well-motivated teachers should be recruited in teachers' training institutions in Rivers State for proper knowledge management and skills development needed for global competitiveness.

- Government should ensure that the curriculum of teachers' training institutions in Rivers State reflects social, technological and knowledge dynamics relevant to national development and global competitiveness.

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