

REVIEW ARTICLE

Impact of Emerging Technologies and Innovations in the Management of Secondary Education for Societal Reengineering in Ebonyi State, Nigeria

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ABSTRACT

This study investigated the impact of emerging technologies and innovations on the management of secondary education for societal reengineering in Ebonyi State. In doing this, two research questions guided the study with a descriptive research design survey adopted while a structured questionnaire titled Impact of Emerging Technologies and Innovations in the Management of Secondary Education for Societal Reengineering (IETIMSESORE) was used as instrument for data collection. Two hundred respondents were randomly selected across Secondary School in Ebonyi State. Statistical mean and standard deviation was used to analyse the data. A modified 4-point rating scale was used to identify the degrees of respondents. The findings revealed that principals' adoption and application of emerging technologies and innovations in the management of secondary education have a significant influence on societal reengineering in Ebonyi State. It was recommended that the Federal Ministry of Education ensure adequate provision of funds and technological devices for the quality management of secondary education across the nation. The State Ministry of Education should ensure the provision of emerging technologies and innovations, such as laptops, CBT facilities, websites, and an e-learning platform, to principals for the effective management and instruction of secondary education for societal reengineering in Ebonyi State. The Secondary Education Board should ensure the dissemination of information and the training and retraining of secondary school principals in the use of emerging technologies and innovations for the quality management of schools.

Keywords: Educational Management; Societal Reengineering; Emerging Technologies and Innovations

INTRODUCTION

Education or college (Atanda, 2019). Thus, quality society by increasing the productive and resourceful capacity of the citizens. It also society. Diksha(2021 also stated that the principal method through which societies transmit knowledge, values and aspirations from one generation to another, learning how to develop and accumulate knowledge, preserve specific values and transform significant ones, and the introduction of social and cultural change

in the form of new ideas, values and attitudes, and non-traditional ways of thinking is paramount. Through people learn how to become more socially and politically conscious, and how to increase their capacity and ability to acquire useful knowledge to improve the quality of their lives. But for education to instigate the desired socio-cultural transformations in society and to produce the technical know-how needed for achieving material and cultural society. Education that fails to instill in the learner the right attitudes and equip them with the

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Received: 7 March 2025; Revised: 11 March 2025; Accepted: 1 July 2025

<https://doi.org/10.67229/stemer.26080013>

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proper training and exposure to right scientific facts and information can, and often does, create new obstacles that technological progression. Therefore, the emerging technologies and innovations in the management of secondary education for societal reengineering in Ebonyi State will facilitate requisite development as demanded by society.

Thus, the main purpose of the study was to investigate the Impact of Emerging Innovations in the Management of Secondary Education for Societal Reengineering with Ebonyi North as the study area. Specifically, the study sought to:

Examine the impact of emerging technologies in the management of secondary education for societal reengineering in Ebonyi State.

Ascertain the impact of emerging innovations in the management of secondary education for societal reengineering in Ebonyi State.

This study will create principals' management skills and development in the contemporary society. It will help them to design reliable strategies that will improve the quality and progress of education rapidly. The findings will arouse the urgent need for compulsory inclusion of emerging technologies in the management of secondary schools by the State secondary education board. It will also reveal to the immediate society the impact of emerging innovations in the management of secondary schools in their areas for promoting and sustaining positive attitudinal and value creation in the members of the society. While the following research questions were formulated to guide this study:

To what extent do emerging technologies influence management of secondary education for societal reengineering in Ebonyi State?

To what extent do emerging innovations influence management of secondary education for societal reengineering in Ebonyi State?

CONCEPTUAL FRAMEWORK

Educational Management

Educational management refers to the administration of the education system in which a group combines human and material resources to supervise, plan, strategize, and implement structures to execute an education programme (Connolly et al 2017). Education society. system is an ecosystem of professionals in educational institutions, such as government ministries, unions, statutory boards, agencies, and schools. Rand (2018) highlighted that education system consists of political heads, principals,

teaching staff, non-teaching staff, administrative personnel and other educational professionals working together to enrich and enhance teaching and learning process, and all levels of the educational ecosystem, quality management is highly requires management to be involved in the planning, organizing, coordination, implementation, reviewing, evaluation, integration improvement of all institutions activities.

Reengineering Management Styles for Effective Educational Management

The following types of management styles for effective educational administration in the process of societal reengineering, according to Sling (2021) are classified into four groups: 1) Consultative, 2) Autocratic, 3) Participative, 4) Persuasive. explained as follows: **Democratic Management Style** (Consultative in nature): Democratic leaders are eager to involve their staff in organizational decisions. If you choose this management style, you're showing your team that you trust them and respect their input. It also displays confidence in both your employees' opinions and your own ability as a leader. **Inspirational Laissez-Faire Management Style** (Participative in nature): The Laissez-Faire type of management style requires two things: an extremely laid-back attitude and a great deal of confidence in your staff. If you possess these two traits, you might be well-suited for a laissez-faire style of leadership. This method is effective because laissez-faire managers don't busy themselves with micromanaging employees. At the same time, employees appreciate the autonomy they've been given and will often show more initiative than if they were being told exactly what to do and how to do it. **Collaborative Management Style** (Participative in nature): The collaborative approach to leadership is similar to the democratic style but differs in one significant way. With a collaborative management style, you're not simply asking your employees to participate in a yes-or-no response to actively solicit feedback from team members about organizational policies. You're looking to have real, thoughtful conversations about improving your business, which empowers your staff and may even provide some innovative solutions. **Example-Setting Management Style** (Persuasive in nature): This management style is exactly what it sounds like: you lead by consistently setting an impeccable example of the kind of work standards you expect at your business. The bar is set by your actions and your actions alone. In some cases, this may even transform the ethics and working environment of your business. Example-setting leaders are definitely not afraid to roll up their sleeves and get their hands dirty to show the crew how things should be done. **Affiliate Management Style** (Persuasive in nature): The affiliate manager is humble, hard-working, and confident. These types of managers make themselves a part of the team and lead from the front, rather

than constantly reminding employees that they're the one in charge. If this is your preferred leadership style, you're looking for opportunities to affiliate yourself with your staff and a helping hand wherever it's needed. Employees see you as an ally and will respect the fact that you're trying to help them succeed. **Charismatic Management Style (Persuasive in nature):** The charismatic management style—sometimes called the persuasive management style is built around the personality and charm of the manager. If this is your type of management style, you're focused on developing personal relationships with your staff and building a team in your workplace. Employees are cooperative because they respect the fact that you're interested in getting to know them as individuals.

Educational Management for Societal Reengineering

We can broadly classify the scope of educational management on the manifold activities performed by it as concerned with the development of human personality. Dewakar (2021) remarked that the striking difference between the management of education and that of other business life is the fact that the former is a human process very much influenced and controlled by various factors such as the philosophical, psychological, sociological, historical and political. Thus, Dewakar (2021) identified the scope of educational management as follows:

The purpose of management: No one can deny that the purpose of administration is to get something done. In the field of education, the thing to be done is nothing but educating the children, youth and other illiterate people. Here the purpose of education is to bring all components of an educational programme into harmonious and fruitful relationships.

Provision of human and material resources: Educational administration is concerned with both human and material resources. The human resources include children, parents, and teachers, other employees connected with education, citizens of the country, the board of education or the university and other officials at the local, state and national levels. Material resources supplies. It is the responsibility of educational administration to see that all the parts are coordinated into a whole.

Legal structure: Educational administration decides the legal structure of the whole process of educational management. It refers to the rules and regulations that have to be framed with a view to the agencies of education. It also decides the types and standards of educational institutions, powers and functions of the controlling authorities, their responsibility and obligations, decentralization of school management and also to set up organizational

and administrative machinery.

Societal Process Reengineering

Societal Process Reengineering according to Hammer & Champy (2020), is the fundamental rethinking and re-designing of group processes to achieve dramatic improvements in critical contemporary measures of life such as cost, quality, and service and pace and society by:

The analysis and design of workflows and processes within and outside the organization.

Management discipline, where the design of existing processes and group components are first analyzed and changed according for efficiency, economy, and value added to their objectives.

Discovering how social processes currently operate, how to redesign these processes to eliminate wasteful or redundant effort and improve efficiency and social values.

Reengineering by the search for new models of organizing activities.

Re-engineering a new beginning. To succeed at reengineering, you have to be a visionary, a motivator, and very dynamic social development.

The redesign of processes takes advantage of the enormous potential of information technology. The intent of societal or business process and other stakeholders. Because it is not and uniformly applicable in any field, it needs to take into account a multitude of variables specific to the organization and the industry for which it is designed and implemented. Social Process Reengineering refocuses on social values social processes in all human society.

Emerging Technologies for Societal Reengineering

Veletsianos (2010, 13–17) identified emerging technologies as tools, technologies, innovations, and devices utilized in diverse educational settings to serve education management purposes', and continue to list the following characteristics of emerging technologies as: (1) they may or may not be new technologies; (2) they change rapidly, so are always in a state of coming into being; (3) they go through cycles of hyped expectations; (4) they are in a continuous state of being understood and researched; and (5) they have potential for transforming social practices. Bates and Sangrà (2011) and reward innovative management practices.

Current Technological Innovations in Education for Societal Reengineering

Technology is causing massive changes in all sectors of the economy. These changes have been felt in the health sector, financial world, entertainment, and even government. The good news is that these changes will make the world a better place! One of the key sectors that have been affected by this disruption is education. These innovations are giving classrooms a new look and have changed the ways in which lessons are conducted. Terry Heick (2022) top technology innovations that are causing major changes in education as follows:

Competency-Based Learning: Competency-Based Education is something I'm hearing more and more about, which is neither bad nor good, but worth understanding more carefully.

Video Streaming/ Flipped Classroom/ Trends: From Zoom to Skype to Webinars and even live streaming on social media itself, video is perhaps the most visible and common form of technological innovation in K-12 and higher education.

Changing nature of faculty: Whether this is 'innovation' that results in a 'leaner' business model that offers an improved ability to pivot or simply an unfortunate effect of a lack of funding is up to you. However, there is a clear trend towards adjunct faculty and a mobile, 'global' faculty with new contractual relationships with higher education institutes.

Changing revenue sources for institution funding: With the already having a massive impact on the global economy, existing attempts at funding higher education institutions through state funding, federal subsidies, and other methods are going to have to be scaled up fast—along with significant cost-cutting. This makes 'finding new business models for college' among the most important innovations in decades. And as far as examples of innovation in higher education, absolutely must be a part of that.

Digital textbooks: This is a relatively minor innovation but an innovation nonetheless: free, open-source textbooks, digital textbook rental, etc. If nothing else, this makes textbooks more accessible than ever before (much like MOOCs made courses more accessible—for better or for worse).

Use of data analytics: This is an opportunity to innovate at all levels of education but higher education might be even less ready for this than K-12 due to non-standard curriculum and assessment practices. Regardless, data analytics are among the most potent examples of innovation in higher education.

Virtual and Augmented Reality: Likely a huge factor in the future of all education in some form, but nowhere

close to ready for mass adoption. One example augmented reality lets students operate a chemical plant.

Smarter Learning Management Systems: The need and the technology are available but at the moment, these are embarrassingly bad in far too many cases.

Artificial Intelligence: Much like virtual reality, AI is part of the future but not quite there yet. It is fast becoming a topic of study at universities across the world. This is one of many roles for artificial intelligence in education.

New kinds of certification and degrees: New certifications and university degrees could include those mashing STEM fields with the humanities, as well as 'nano-degrees' and the ability to 'update' your certification and degree over time.

Virtual Reality (VR) in Education: Virtual Reality technology is already the hottest thing in the tech world. Big companies are gearing up for a brutal war over this technology), Samsung, and more. One of the areas of application of VR technology is education. With VR, students can learn interacting with a 3D world. Google has been the forefront of introducing experiential learning in schools through VR technology.

Artificial Intelligence and Machine Learning: Artificial intelligence is being applied all levels of technology, from the lowest to the most advanced levels. AI is used in schools to automate key activities such as grading subjects and providing feedback on areas that need improvement. It is also used to enhance personalized learning among students, especially those with special needs. Through machine learning, adaptive programs have been developed that the individual needs of students. AI tutors have been developed to teach students subjects such as mathematics and writing.

Cloud Computing for Education: Educational resources can be accessed from any part of the world thanks to cloud computing technology. Vital resources such as written lessons, audio lessons, videos, and video assignments can be stored on a school's cloud terminal. Students can access these resources from the comfort of their homes and complete and submit the assignments back to their tutors. Flimsy excuses that students give for not doing assignments may be a thing of the past. Cloud computing will eliminate the hassle of carrying tons of books or practically living at your local library. This technology also allows students to chat live with their tutor.

Social Media in Educational Institutions: Educational institutions have not been left behind in capitalizing on the impact of social media. In fact, most of these

social networking sites were developed on campuses and the first users were college students. Universities and colleges can connect with each other through social networking sites even if they are several continents apart. Through these sites, they are able to organize contests, meetings, and parties. Students from different schools use social media to exchange ideas which can change lives.

The Use of Biometrics in Schools: No more truancy and cheating! The introduction of biometric systems in schools has helped to streamline education and enhance discipline. Facial recognition, fingerprints, voice recognition, and eye tracking are some of the biometric methods that schools have implemented to streamline their operations. Apart from being used to monitor a student's class attendance, they are used when borrowing school properties such as books in the library. Teachers use eye tracking methods to monitor how students are absorbing content that they have been taught. Widespread access of the Internet is one factor that has accelerated the implementation of technological innovations in the education sector. Ideas spread fast and people can research the best methods for using technology in education. Hardware companies are producing devices such as laptops and tablets which are customized to meet specific education needs.

Current Educational Technology for Societal Reengineering

Following the trends in education is probably not something new but rather essential. Even with this list, however, it is still up to you to choose the most suitable trending aid for your teaching and training. Sean Bil (2020) and Powergistics (2021) explained the emerging educational technologies that are must-know when diving into education industry as:

platforms: Distance learning became the top 2020 educational technology trend overnight because of the rapid spread of COVID-19 and school closures. This led to a rising demand for online educational platforms. is education or training delivered electronically. It can be slide-based online activities, or it can also be an online course that helps a business train employees in necessary skills. With , educational content is delivered to learners through computers, laptops, tablets, or . Not only many doors for interactive learning. Variety is the outstanding feature of online learning platforms. You can teach your students in real time (synchronous) via live stream or group meetings using Zoom or Microsoft Teams, or you can use recorded (asynchronous) methodologies with a wide range of media and digital functions available to enrich lessons. A good online learning platform can also be combined with a Learning Management System (LMS) so you can keep track of your students' learning

outcomes.

Video-Assisted Learning: In recent years, video-assisted learning has become more and more popular as classroom displays. The "video day" is no longer a television on a trolley being wheeled into a class. With the internet and digital devices, every day can be a "video day." This trend is also booming in distance learning conditions, students learn through computer screens. Videos, especially animated videos, are extremely beneficial to enrich lessons and make content comprehensible. It improves students' outcomes and reduces teachers' workload.

Blockchain Technology: The Distributed Ledger Technology (DLT) from blockchain brings so many benefits to education, especially data storage. Every time new data is added, it adds another "block" to the system, so the storage is technically limitless. Simultaneously, the data will be encrypted and distributed across multiple computers in the system. It makes transacting data decentralized and transparent. Blockchain technology is used in Massive Open Online Courses (MOOCs) and ePortfolios to verify skills and knowledge. DLT systems will answer the problems of authentication, scale, and cost for agencies. Moreover, it can help student applicants publish their accomplishments during the job-seeking phase.

Big Data Will Get Bigger: To cater to learners' needs, the learning experience needs to be personalized. And with COVID-19 and online learning booming, we now have bigger data than ever before. Instructional Designers have relevant information about learners' experiences to customize and present the course in a suitable format. Some information you should look for is the course's topic, learner enrollment, learner performance (time per course, completion, test), and learner feedback (rating, survey).

Artificial Intelligence (AI): AI the "in thing" in the US EdTech market. It is predicted that through 2021, AI could become the primary trend and grow by more than 45%. AI can automate basic activities in education, like grading. It's now possible for teachers to automate grading of multiple-choice and fill-in-the-blank questions. Thus, automated grading of students' writing may not be far behind. Furthermore, both learners and educators could benefit from AI. For example, students could get help from AI tutors when teachers are too busy to take care of everyone. Also, AI-driven programs can give both learners and educators helpful feedback. That's why some schools use AI systems to monitor student progress and to alert teachers when there might be an issue with students' . Therefore, it's not too that AI is a powerful assistant for in-class teaching.

Learning Analytics: The current landscape of learning analytics has dramatically expanded, especially for higher education. Learning analytics allows educators to measure and report student learning the web. From that, it's possible for them to better understand and optimize learning. When teachers read insights from students' learning processes, they can improve the knowledge and skill acquisition of their students accordingly. For instance, teachers are able to see what type of information (text, images, infographics, or videos) that students enjoy most and use it more in their following lessons. Also, teachers are able to notice what pieces of knowledge weren't effectively delivered and enhance them next time. Moreover, learning analytics helps educators identify blocks of students who may have academic or behavioral challenges. From that, teachers could develop a way to help students reach their full potential.

Steam: The new EdTech improvement over the STEM programs. This new trend of EdTech applies meaningful Science, Technology, Engineering, Art (the new element), and Math content to solve real-world problems through hands-on learning activities and creative design. STEAM, the first thing is that it helps students become increasingly curious about the world around them. Moreover, it also creates a safe environment for the learners to express and experience their ideas while thinking outside the box. The comfort of hands-on learning also helps students collaborate better with others.

Social Media in Learning: social media for teaching . Many educational institutes have started using social media as a communication tool in which students can interact with others easily. Students can share study materials, discuss with others in a group, or easily comment on someone else's post. Even an animated learning video could go viral on social media. typical example of this trend! This organization creates lessons worth sharing and posts them on YouTube where people can easily access, find, and share the educational videos with their friends. Social media is here to stay and a culture of collaboration and sharing, leading to an improved learning experience Powergistics2021)

Characteristics of Emerging Technologies: Veletsianos (2010) defines emerging technologies as 'tools, technologies, innovations, and advancements utilized in diverse educational settings to serve varied education-related purposes', and continues to list the following characteristics of emerging technologies: they may or may not be new technologies; they change rapidly so are always in a state of coming into being; go through cycles of hyped expectations; are in a continuous state of being understood and researched for; and have potential for transforming social practices and process. The adoption of emerging technologies to enhance teaching and learn-

ing is thus dependent upon institutional resources being allocated to fund, evaluate and reward innovative pedagogical practices (Bates and Sangrà 2011). Thus, this research is premised on the fact that Secondary Education Management (SEM) cannot afford to ignore the emerging technologies and innovations already in use in contemporary society. Yet the pedagogical value of emerging technologies and innovations in SEM remains unexploited. Therefore, the goal of this study was to investigate how SEM and scholarly empowerment for societal reengineering.

METHODOLOGY

The design adopted for the study was descriptive survey. Best and Kahn (2008) that exist about a phenomenon. This design aids the researcher to generalise the findings of the study using a sample size; the population served as the sample because of its manageable size. The instrument for data collection was a questionnaire. The instrument was designed to elicit information from the respondents about with Ebonyi State as the study area. Ebonyi State is the designated area for the study. Ebonyi State is home to dialectal speakers of the Igbo language. The people are farmers, civil servants, artisans, and traders. (Wikipedia 2021). The population of the study was made up of all state government secondary school totaling two hundred (200) in number. Ebonyi State Ministry of Education (2021). The questionnaire contained twelve (12) items in two (2) clusters. While for the clusters. Section B of the questionnaire is a four-point scale response format of Very High Extent, (VHE), High Extent, (HE), Low Extent, (LE), Very Low Extent, (LHE), sent to the respondents to elicit their opinion on about Impact of Emerging Technologies and Innovations in the Management of Secondary Education for Societal Reengineering (ETIMSESRE) with Ebonyi State, Nigeria. Mean and standard deviation were used to analyze the data, with a benchmark for acceptance of any item at 2.50 and above; items with mean scores below 2.50 were rejected, and t-test statistics were used to test the hypothesis at the 0.05 level of significance.

RESULTS

Research Question 1. To what extent management of secondary education for societal reengineering in Ebonyi North Educational Zone? (Table 1)

The societal reengineering in Ebonyi North Educational Zone.

Research Question 2. To what extent management of secondary education for societal reengineering in Ebonyi North Educational Zone? (Table 2)

Table 1: showing the impact of principals' adoption and application of emerging technologies in the management of secondary education for societal reengineering in Ebonyi North Educational Zone

S/N	ITEM	N	$\bar{X}$	STD	Dec.
1	The adoption of quality standard of education in our society.	200	3.70	0.94	HE
2	The use of WPS and word processing Apps for curriculum activities improved the quality of education in our society.	200	3.70	0.96	HE
3	The adoption of CBT Technologies for evaluation greatly improved quality of education in our society.	200	3.85	0.96	HE
4	The use of Laptops and Android phones for effective learning and communication greatly improved quality of education in our society.	200	3.85	0.96	HE

Table 2: showing the impact of principals' application of emerging innovations in the management of secondary education for societal reengineering in Ebonyi North Educational Zone

S/N	ITEM	N	$\bar{X}$	STD	Dec.
5	The application of Social media and platforms for management of instructional programme greatly improved quality of education in our society.	200	3.70	0.94	HE
6	STEAM-based programs for instructional programme greatly improved quality of education in our society.	200	3.75	0.96	HE
7	The application of Facebook, WhatsApp and email for staff, students' personnel and school community relation management greatly improved quality of education in our society.	200	3.45	0.95	HE
8	The application of online and cloud quality of education in our society.	200	3.90	0.96	HE

The societal reengineering in Ebonyi North Educational Zone.

CONCLUSION AND RECOMMENDATIONS

societal reengineering, the researcher hereby makes the following recommendations.

1. and technological devices for quality management of secondary education across the nation.
2. provision of emerging technologies and .
3. on the use of emerging technologies and innovations for quality management of schools.

DECLARATION

Acknowledgments

If none of the above is pertinent, state "Not applicable".

Author contributions

Author Contributions section written based on the CRediT:

Conceptualization: Nweke, Johnson Dede

Investigation: Nweke, Johnson Dede

Methodology: Nweke, Johnson Dede

Formal analysis: Nweke, Johnson Dede

Writing – original draft: Nweke, Johnson Dede

Funding

None

Ethics approval and consent to participate

Not applicable

Consent for publication

Not applicable

Conflict of interest

I declare that there was no competing interests

Availability of data

Data for the study was a structured instrument titled "Impact of Emerging Technologies and Innovations in the Management of Secondary Education for Societal Reengineering (ETIMSESORE) with Ebonyi State, Nigeria."

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