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What is the concept of innovation for public school principals of Baku

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Abstract. Management is a form of social interaction that governs, influences, directs, and regulates cultural, social, and legal relationships among people in the interests of the state, society, and the group. The most important issue in the management of modern schools in the innovation environment is the transfer of the traditional school to the novel educational institution and to implement developmental strategies. The purpose of the paper is to analyze innovative approaches that principals use in public schools of Azerbaijan and to evaluate, describe and interpret the situation in its original environment. Analysis of the interviews with school principals revealed that technological development is the most effective factor that creates the need for innovation. School administrators mentioned different kinds of challenges in the process of innovation such as : teachers' insufficiency, age group of staff, parent contingent of the school, lack of communication with staff, lack of teachers and equipment, , inadequate functioning of school-parent associations and school budgets. In this context, principal with the contribution of all stakeholders should be in line with the culture of their school and manage the innovation process in line with the vision of the future.

Keywords. Azerbaijan, innovation, education, public school, management

Introduction

Managing an educational institution as a whole is to regulate the complex pedagogical, organizational and methodological processes that occur within the institution. This requires extensive knowledge and excellent professional skills from administrators, especially in the field of school management. Management is a form of social interaction that governs, influences, directs, and regulates cultural, social, and legal relationships among people in the interests of the state, society, and the group. This relationship is built on specific components that come from socio-psychological, ethnic, economic and political influences.

Principal is the most crucial component of school management. The role of principals has been changed throughout the years. Expectations regarding the roles of managers started to change and diversify, especially in the 1980s, when the liberal economic model was adopted (Mulford, 2003). In traditional management the main focus of principal was on technical management. However, the change in principals' roles shows that the leadership in the school is shifting in a different direction. In the age of technology and modernization school manager must be able to function as a contemporary school leader, too (Des Wilmore, 2000). Recently, "...there is an

increasing demand and allocation of resources for developing and implementing innovations that will improve public education” (Nienke M. Moolenaar, 2010). The term of “innovations” covers all the specific features that successful principal should possess. The concept of innovation is derived from Latin word, meaning “renewal”, “well-being”, which emerged at the beginning of the twentieth century in science and was firstly used in the economy. Later, it is practiced in different fields, pedagogy as well. Currently, this concept in pedagogy includes: "developmental training", "active (interactive) learning", "ICT ", "curriculum", "standard", "distance learning", "e-school", "Bologna process", "cognitive skills", "professional skills", "education management", "social facilitator" and others. In general, it involves learning pedagogical bases and world experience of an innovative approach to educational management and apply it to existing conditions. Meanwhile, America, Finland, Germany, Israel, the Netherlands, Switzerland, Japan, China, etc. are the countries that more emphasis is placed on their educational experiences. There is a growing need for the use of innovative knowledge in the pedagogical issues of modern management. As the goal of pedagogy is to teach new generation the experience of humanity, as well as to prepare them for innovation, it is also requisite to adapt innovations into management. Since innovations are rapidly evolving and developing, modern schools should be more careful in this area. Therefore, in order to prepare the students for these innovations, pedagogues must first be open to change and modernization in education. Due to the facts, these challenges are at the forefront of the scientific principles of an innovative approach to school management.

The most important issue in the management of modern schools in the innovation environment is the transfer of the traditional school to the novel educational institution by implementing developmental strategies. The success of the schools merely depends on the knowledge, capability, skills of the administrator. In public schools operating in development mode, innovation processes become the object of management. In the literature, there are different types of possible innovations in school management. For example, “process innovation” (new service delivery), “organizational innovation” (new organizational method), “incremental innovation” (gradual changes on existing structure) are the innovation types that can be implemented in schools by administrators (Akpan, 2016)

The effectiveness of a principal’s managerial activities is closely linked to his or her teamwork and collective intelligence. In contemporary schools, principal performs managerial functions, directs the activities of the school, and makes the decisions not individually but with his/her team. Unlike traditional management, all participants in the educational process are involved in the decision making. In this case, the staff feels themselves as the contributors to the development of the school and understands their responsibilities for decisions principal makes. This leads to the rapprochement between the leadership and the teaching staff and their united work for one purpose.

Yan and Chang (2005) indicated that a school innovation operation means to create an organizational culture and environment for the members’ creative development in order to enhance educational performance. Hence, principals improve staff ’s capability to arise new ideas and their contribution to the management for innovation. Collaboration of human resources is key to the quality of performance management of an educational institution. To succeed in management, the co-operation of supervisors - principals and deputies is essential. Leadership unity - common knowledge in teaching and education, being unanimous - is one of the most prerequisites. However, in the practice, not every leader principal can set such goals, either the motives are different, or they are unable to effectively accomplish their goals. In a society where traditional management style is still prevalent, it is difficult for authoritarian leaders to form an effective management team. Whereas, the conflict between the leader and the collective is inevitable, if the principal keeps

school staff under strict control, makes them psychologically dependent, and persists in his/her own ideas.

Main responsibilities of public school principals in Azerbaijani schools in accordance with the “Exemplary Regulations of Secondary Schools” are to direct the activities of the school; improve the school's development program, prospective and current plans; conduct systematic analysis of school and teaching staff; conduct an internal assessment; identify promising areas for development and find optimal solutions; take organizational measures to use modern teaching methods; organize the educational process at all stages; take necessary measures for the implementation of curricula and programs; define the duties of employees in accordance with labor legislation and internal discipline, work to create a healthy moral and psychological climate in the teaching environment; solve the parent related issues; provide efficient, purposeful use of extra-budgetary funds allocated by the state, as well as from other sources to the budget of the school. They have to know scientific bases and modern methods of compilation; work with educational programs and teaching-methodical documentation; pedagogical and psychological knowledge; be aware of the latest achievements of pedagogy and pedagogical psychology in our country and abroad; use of information and communication systems; educational innovations and pedagogical technologies.

The purpose of the paper is to analyze contemporary principals’ managerial capability in public schools of Azerbaijan, innovative approaches they use, and to evaluate, describe and interpret the situation in its original environment. This research tried to investigate whether school principals have substantial features to implement innovative approaches in their management or not. For this reason, fifteen schools were chosen among public schools of Baku and the principals of those schools were interviewed.

In this research, the experiences of public-school principals were examined in innovation process. The sub-problems of the research are as follows:

1. What is the innovation understanding of the school administrators and how do they define innovation in education?
2. What are the common characteristics of school principals in public schools? What are the characteristics of the innovative school leader?
3. What are the difficulties that school administrators face during the implementation of innovative approaches and the ways to overcome them?

Literature Review

Innovation indicates a positive and intentional change. When considered as an organizational concept, innovation is the promotion of new ideas and development by the people within the organizational structure (Edwards, 2000). Recently, innovation, like other spheres and fields, is also extensively studied in educational management. As the education is important for building cultural values of the country, innovation in that field is more considerable for the qualitative educational activities (Manea, 2015). It is essential to differentiate the notions of “innovation in education” and “educational innovations”. Innovation in education includes the novelties in different spheres and their application in educational field. However, educational innovation can be realized as a process of educational activities (Halyna Mykhailyshyn, 2018). In that term, innovation is “a strategic choice” which leads to organizational development (Dogan, 2017). Since the school administrator is the top person within the school, he/she is responsible to set the vision and to prepare the environment where the each member of the team can use the imagination freely (Nir & Hameiri, 2014). If innovation is not owned by manager, it cannot take place in the school. Above all, the innovative approach of the principal convinces people that they can do things they don't think they can (Jane Stevenson, 2012)

One of the crucial features of school administrators is having relevant skills to use computer and ICT in his/her management functions. School administrators are responsible for the proper use of computers and related technologies in the school management (Naciye Guliz Ugur, 2019). For that reason, innovative leader should be able to coordinate the effective and efficient use of technology in the organization (Christelle Dawson, 2003). Process innovation requires administrators to change “traditional” teaching and learning process into new, contemporary and developed practices (Looney, 2009). Technology is substantial to develop student centered classrooms and to support organizational novelty. However, Larry Cuban (2003) defends that although teachers and students utilize modern technologies in schools constantly than assumed, the existence of high-tech could not change the traditional process of whole- class, teacher-centered instruction. Reflecting on Cuban’s concept, some researchers argue that technology improves education quality and minimizes inequality (Mohammed Alsharija, 2012; Christella Dawson, 2003; Elly, 1999). School administrators need to have certain competencies in order to fulfill the duties and responsibilities of an innovative manager related to technology use (Lindsay H. Stuart, 2009). Understanding the basic concepts of computer and technology, recognizing the major software and hardware, word processing, spreadsheet, presentation program, having some basic information technology skills such as the use of the Internet, are some of these competencies (Banoğlu, 2011)

On the other hand, innovative school principal is a person who has to manage the problems, differences in value judgments, differences in perception, interpersonal differences, differences in objectives and ways to achieve them (Mark Chesler, 1963). For being an innovative school principal, they should undertake important tasks such as, providing resources for an effective education environment (O'Connor, 2002), supporting teachers in the lesson planning process (Sede Canbazoglu, 2010), establishing a link between upper and sub-units in schools and making efforts towards the development of learning culture in students (Fullan, 2002).

School manager has a considerable role on the commitment, satisfaction level and the productivity of school staff. According to Mahmut Sagir (2017) the innovative leader inspires his team to think outside the box, creates an environment in which new ideas can be tested and evaluated. These administrators have a vision and provide motivation by taking an active role in collaboration with the team (Lawrence J. Leonard, 1999). Recent researches from various disciplines show that administrators at the organizations have a considerable effect on employee satisfaction (Grissom, 2011; Sean Nicholson-Crotty, 2012; Tracy Trottier, 2008). Some administrators have implemented performance management as an innovative management strategy for the development of their employees, while others use it to decide the salaries of their employees (Dilanthi Amaratunga, 2002). The purpose of innovative practice is to create a culture in which individuals and groups assume responsibility for the continuous improvement of the skills and contributions for the organizational activities (Prew, 2007). According to Mosoge and Pilani(2014), the purpose of performance management is to control the goal set for teachers and the standards met by teachers. Moreover, it suggests controlling teachers' performances by rewarding them when they exceed the standards, while retaining the award when they fall below the standards. Innovative school managers apply performance management to improve school culture, goals, policies, and quality of teaching. School administrators should aim to improve the quality of teaching in order to increase teachers' professional skills. Meanwhile, innovative school administrators have to increase teachers' motivation, improve processes, collect data, and run the reward system effectively (Stoll, 1998). Management experience shows that “motivation for success” in any innovation activity is an important factor in addressing challenges. A fair assessment and teacher appraisal for “motivation of success” in school is a measure of the high quality of activities (Dilanthi Amaratunga, 2002).

Methodology

The focus group of the study consisted of fifteen public school principals. The study group was selected in accordance with the convenience sampling method, which is one of the purposeful sampling methods according to the qualitative research tradition. As the participants were formed with the convenience sample, their characteristics also showed differences.

School name	Number of teachers	Number of students	Name of school principal	General Information about school principal	Total management experience(years)
S1	143	2200	M1	female - 62 years	14
S2	103	970	M2	female - 39 years	7
S3	104	2201	M3	female - 55 years	1
S4	155	1659	M4	female - 62 years	18
S5	75	800	M5	female - 66 years	18
S6	133	1637	M6	female - 53 years	22
S7	105	689	M7	female - 57 years	14
S8	253	3162	M8	male - 43 years	2
S9	118	1454	M9	female - 40 years	3
S10	55	591	M10	female - 38 years	7
S11	170	1609	M11	female - 57 years	10
S12	135	1424	M12	female - 64 years	23
S13	130	2405	M13	male - 40 years	2
S14	73	2150	M14	female - 58 years	18

Table 1: Data on Participating Schools and The School Principals

Interview method used to collect data from administrators. A structured interview form consisting of 16 open-ended questions developed and used by researcher. The interview questions are included in an Appendix. For the scope validity of the interview form, the field experts were consulted. During the interview process, data were recorded using voice recorders and taking written notes by reasearcher. In this study, fifteen school administrators' understanding of

innovation, the challenges they face and the ways to overcome these challenges were analyzed. Adherence to the principle of confidentiality of the academic and institutional identities of the participants, codes M1-M15 were used to name the principals.

Analysis

The data were analyzed using content analysis technique. Qualitative research data is analyzed in four stages: 1) coding of data, 2) finding themes, 3) editing codes and themes, 4) identification and interpretation of findings. After coding and category distribution with the data obtained from school principals, the formed themes and sub-themes are explained in detail below.

Innovation and Technology

Two items have been identified to describe innovation definitions and understanding of interviewed school administrators: 1. Innovative approach and rapid development of technology; 2. Expertly blending the innovative approach with the traditional approach under the influence of popular trends.

All school administrators were found to have an idea about the concept and definition of innovation. Some participants gave detailed information about explanation and interpretation of the terms ‘innovative approach’ and ‘renewal’ in their statements, while others had a difficulty to describe the essence of innovation clearly. Most school administrators stated that innovation should be implemented satisfactorily, effectively and competently in content rather than definition. As the words quoted by school manager of S5:

... Innovation has always been examined by managers. However, areas have been changed during the years. For me innovation is not a something that I observe every day, it is a result of new, ongoing, and long-lasting process. (meeting with M5, November 2019)

As can be seen from the following excerpt, school head emphasizes the description of innovation and the holistic approach to innovation. The S3 principal describes all the steps to be taken according to the needs of the institution for the realization of change with the awareness of the need and to ensure that the organization achieves its future objectives.

... Innovation is also an innovative approach with literal meaning. Innovation is not something that can be applied just by reading or what other schools are doing. We have to do a lot of research in this area, and we need to keep ourselves up to date. For example, I could not manage my school with the given template action plan by Ministry of Education of Azerbaijan. I felt that it was not the product of my brain, so I was not successful enough. As I know my capability and my schools’ need very well, I try to make minor changes on the action plan accordingly. (meeting with the S8 principal, November 2019)

However, S11 administrator’s innovation understanding is an interesting example:

...For public schools of Azerbaijan innovation is understood as the directions from Ministry of Education. As a school administrator, I manage the school with the commands that I receive from Ministry of Education. (meeting with M11, November 20019)

It is obvious from the responses of the participating school administrators that technology development and rapid change in the 21st century cannot be separated from the perception of innovation. It is clearly observed in the interviews that technological development is the most effective factor that creates the need for innovation. Most of the administrators stated that rapid development of technology had an impact on the necessity of innovation in recent years. In order to comply with the century and adults of the future for their own periods, administrators emphasized that the schools had to adapt the technology and technological tools to the school’s needs.

In the M6's excerpts given below, when defining technology development, the use of adjectives describing the speed of change with strengthening words shows that school leaders have difficulties in this 'rapid development'.

... We are in a world that is growing very fast and developing very fast, especially technology, science is moving at a great speed, of course, there is a contribution of technology to this rapid progress. It is extremely important to be able to catch up but be able to place it in accordance with your own characteristics. (meeting with M6, November 2019)

According to the respondents, technological development requires innovation and that innovation leads to the necessity of modern technology.

... Could it be better? Of course, it could be. So, what you call technology changes every two years, and smart boards will have to change every two years with new versions. At the same time, internet network needs to be strengthened, more comprehensive and powerful ones need to be put into use. (meeting with M9, November 20019)

Based on the interview responses, principal in each school uses technologies in their activities. Principals monitor the school with cameras. However, only S2 principal has class monitoring system. All they have personal computers. School S2 and S3 principals had their own notebooks on the desk as an additional technological devise.

In terms of communication, principals do not actively use communication devises in their management practices. S2, S7 and S12 managers prefer to get in touch with staff and parents via whatsapp application and use email for the delivery of more formal letters. In comparison, S4, S6, S7 and S10 managers use phone call for any urgent situations. Other school principals do not use technology for communication with teachers. They "defend" themselves by emphasizing "teachers' lack of skills in communication technologies".

Profile of Innovative School Leaders

Innovative school leaders exhibit a number of different leadership characteristics according to the needs of the individual and the school. In this context, interviewed school leaders are asked to define an innovative leader profile. Although there are very different descriptions, it is seen that they combine in common character traits. This was the second theme of the research: 'Innovative school leader profiles'

When the principals were asked about innovation the second term that they used after "technology" was "leadership". Leadership and innovative management were two main understandings that used frequently by principals. It was indicated that innovative leadership of school can only be achieved by being a good team leader and the coordination can be successfully attained in this way. For example, interviewed school administrators emphasized the need for an innovative school leader to be a team leader. It is seen that Participant M1 makes a one-to-one definition in the following quote.

...I think it is important to use "we" in decision making rather than "me" to motivate the team effectively... (meeting with M1, November 2019)

M2 gave an overly responsible definition for school principal's team leadership

... So, you need a good team, or you have a bad team, but your ability to make them "good" depends on your leadership skills. For example, when I first came to this school, the staff, the student- everyone was trembling with fear by hearing my name. It was such a "painful" situation. However, now, they freely come to my room, discuss their problems and share their feelings. I think, it is because of the little but important messages that I give them. For instance, having the doors open, walking in the corridors, motivating staff for their personal and professional development, having daily conversations with students, frequently

meeting with parents can be reasons for the change of atmosphere within the school. (meeting with M2, November 2019)

In the light of their experiences, all participating school leaders shared numerous character traits with anecdotes and metaphors. Looking at all of these characteristics, the definition of Proactive Leader has been achieved. Proactive attitude is to reveal more, apart from the tasks assigned to him/her and the routine tasks he/she performs, with the resources, opportunities and powers in the hands of the requested and naturally expected to do.

... When you say which characteristic features come to the fore, I think it is necessary to have a feature such as broad perspective, what we call visionary leadership, to see the events differently and to work with the team by motivating them for a purpose. Otherwise, I think it will not be possible to achieve innovation by dictating it altogether. (meeting with M11, November 2019)

... The principal of the school should support the principle of lifelong learning in his/her professional activities, interacting with students, teachers, parents, and the public to make it a reality. (meeting with M4, November 2019)

Most of the interviewed school administrators stated that they took a supportive approach. In the process, it was stated that they support teachers and employees for the development of the school community and improving the quality of education. They also emphasized that the innovative school principals should have high motivation and energy levels, because this feature brings vitality to the person and the corporate atmosphere.

... I'm not losing my motivation in the process of implementation new activities. Because it's about to come up with something new, to make the necessary changes, to activate all my cells and to give my energy. (meeting with M2, November 2019)

Challenges for Innovation Implementation

School administrators mentioned different kinds of challenges in the process of innovation. The common challenges can be categorized as: teaching ability of teachers, age group of staff, parent contingent of the school, lack of communication, lack of assistants, lack of teachers and equipment, inadequate planning of teaching, inadequate functioning of school-parent associations and school budgets.

The problems stated by the interviewed principals in the school administration and the suggestions for their solutions were conceptualized and gathered under the two concepts:

1. Problems related with teachers 2. Problems Related to School Management

1. *Problems related with teachers*

School principals describe the problems they face in their communication with teachers in management as follows: The lack of awareness of the organizational structure, lack of awareness of duty, lack of timely delivery of course plans, activity reports, clusters and other documents, lack of responsibility, communication between the teacher and the school administration, personal and professional problems, professional inadequacy of teachers, burnout, inaccurate teacher assignment, resistance to change etc. In addition, it is stated that some teachers are not able to keep up with the development and they cannot renew themselves, so here professional deficiencies appear.

Principals use some methods in practice such as: informal guidance about the problem-solving behaviors they encounter in their communication with teachers, to remind the legislation, to emphasize the importance of the subject, to operate the dialogue and persuasion process, to take preventive measures and to interview. About this M1 and M3 states:

...As you see, age group of teachers are high in the school. In terms of innovation, it is one of the challenges for me to use modern technologies in communication with them. Personally, I try to improve the situation by encouraging and motivating them to go to trainings. Even though they attend on the trainings, unfortunately, the result does not change positively. (meeting with M1, November 2019)

... First of all, I make the teachers aware of the situation. I empathize. Teachers should also set up in the same way, but they do not need much. Everyone thinks in their own interest. (Meeting with M3, November 2019)

According to the respondents, problem solving itself is an effective way of learning and developing individual abilities of principals in innovative management. S5 manager described his/her problem-solving understanding precisely as:

... Problem solving is a time, effort, energy and practice exercise. It is also multifaceted because it is related to the individual's needs, goals, values, beliefs, skills, habits and attitudes, and at the same time combines creative thinking with intelligence, emotion, will and action. The problem-solving process begins with a sense of courage, desire and self-confidence. (meeting with M5, November 2019)

2.Problems Related to School Management

In this theme the issues such as; the problems faced by school principals in school management, the solution of the difficulties faced in the school and the opinions about effective and successful management of the school are examined.

Difficulties faced by school principals in school management are focused on parental indifference, lack of communication, lack of teachers and equipment, inadequacy of school parent associations and inadequate school budgets. In particular, the interest of parents, non-governmental organizations and local organizations towards education in the close environment of the school, the desire to participate in educational decisions increases day by day. With all these changes and developments, today's schools are different in many ways. Thus, it is stated that to manage the schools with a traditional understanding is no longer possible. As S12 manager quoted:

... First of all, I try to get to know the problem by analyzing the problem, then by interviewing my own management level, after consultation with the members of the school parent association, I put in order the important steps of the issue and then I do what I have to do. (meeting with M12, November 2019)

Almost all interviewees stated that the innovative manager should be flexible in terms of problem solving. Because:

... Each school is different in structure. As the goals and opportunities of the school are different, the problems will be different. Therefore, innovative administrator has to be ready to any possible challenges in management. (meeting with M5, November 2019)

...As a team leader, the school head should spend his time and energy on increasing traditions, group norms and shared values in the school environment to ensure that the school is the best. (meeting with M14, November 2019)

Discussion, conclusion and recommendations

The school is such an educational organization that a working environment and style there primarily depends on the school principal's personality. Our people and our state have set very important, responsible tasks for the schools to achieve. Thus, the rhythm of school life has never been as full, meaningful and intense as it is today. Educational work becomes deeper and

more complex, and the school's social functions are expanding in Azerbaijan. Successful implementation of these tasks can be achieved by a purposeful, highly organized, mobilized and innovative principal.

In this research, school administrators' perception of innovation in education, has been studied. The aim of the paper was to identify principals' understanding of innovation, the impact of the stakeholders (teacher-student-parent) who contribute and participate in the innovation process, managers' experiences in an innovative working atmosphere and the challenges they face and ways to overcome them.

Subproblems of the study were analyzed precisely which were 1) to define the common understandings of school principals about innovative school management and 2) to examine these characteristics in terms of various variables including the 3) challenges school managers face. As a result of the analysis of interviews, some common characteristics of school principals were revealed in terms of innovative management. First of all, it was determined that school principals were knowledgeable in defining and explaining innovation. Basically, some of the variables were mentioned by principals during the interview, while a few parts of administrators were not aware of the details of innovation. As their educational background comes from different fields, only 2 participants mentioned the trainings they received about leadership and management. Mainly, interviewed managers identified two characteristic features about the common characteristics of the innovative school administrators: Team leadership and proactive leadership. In addition, proactive leadership features include: the ability to make accurate decisions, adapt to change, be curious and researcher, be open and sincere, be positive and supportive, open to communication, and take action without problems (Chiahuei Wu, 2011; Christelle Dawson, 2003)

Considering interview results, innovative school administrator should give importance to the factors inside the school as well as the factors outside the school. Principal must remember that he is working with human resources which is quite complicated. To awaken the idea that innovative school administrator is an educator who finds logical solutions to the events that occur within the school, principal, first of all, should demonstrate this by his/her behavior. The school principal should be fair, constructive, knowledgeable and experienced enough to realize the aims of education in the best way. Substantially, principal should find ways to be balanced in human relations and must endeavor to cultivate himself.

As the concept of lifelong learning gained importance in the 21st century information society, 'learning schools' and 'self-renewing schools' approach started to develop and be applied by more schools. Hence, by establishing a culture that renews itself in every dimension, innovative leader of public school of Azerbaijan will achieve to put his/her school into a renewable cycle. In this context, principal with the contribution of all stakeholders who make up the school culture, 'teachers, students, employees, external stakeholders and parents' should be in line with the culture of their school and manage the innovation process in line with the vision of the future.

Recommendations for further studies

The research was conducted with public school principals of Baku to analyze their awareness of innovative management approaches and the ways they apply it in their practices. By conducting a similar research with the administrators of the private schools in the same regions, innovation concept can be examined in different management styles in diverse working conditions. Survey or interviews can be conducted with stakeholders (students, teachers, parents) to deeply analyze application process innovative practices from different perspectives.

At the same time, the status of the school in the innovation process can be examined by statistics analysis of existing data. Innovative successful public and private schools can be examined in depth through case studies.

Limitations

The study has a number of important limitations. First limitation is its geographic scope. Since, selected schools mainly covered the central districts of Baku, the paper did not analyze rural Baku school principals' understandings about the innovation in management. Because, the differences in cultures, student and parent contingent of the schools and other issues may result with the wrong generalization of the managers' innovative practices. Second, the data collection was merely based on the interviews with school administrators. There is a possibility that they have enough information about the concept of innovation and answered all questions based on their theoretical knowledge. However, there is not any evidence to be sure whether they have really practiced innovative management approaches or not.

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