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A study on Improving the Contribution of Stakeholders towards Innovation in the Educational Institutions

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Abstract
The purpose of this study is to present an analytical review of the educational institutions in Bangalore. It outlines the stakeholders of institutions, their contribution towards innovation and offers ways to improve the contribution to increase innovation in the educational institutions. The study is based on literature review and survey method. Reliability test, descriptive statistics and the correlation is done using SPSS software to analyse the data. Students and Teaching staffs are the direct contributors towards innovation in the institutions. Several practical recommendations stem out of the study: how to stimulate thinking about idea generation, how to generate new ideas, how to increase effectiveness of various factors influence innovation in the institution. Innovation in educational institution is not only applicable in the institute but also for the society. New ideas raised with good quality positively effect on education and also benefit the whole society.

Keywords: improvement, innovation, stakeholders, idea generation, infrastructure

Introduction
Innovation in education is a highly arguable issue. By looking at the journals, one quickly gets the impression that education systems in general are very unenthusiastic to innovate, and that there is strong resistance to change among teachers and the institution management. Innovation does not just mean new technology. Educational innovation can be found in products, services, teaching approaches, practical, programmes and partnerships. Involvement towards improve learning, solve a real problem in a simple and clear way and equal range of the problem it is trying to solve, can be truly innovative. Institutions in many countries are innovating but some of them are implementing innovative changes directly without prior testing, experiencing and evaluating. This problem must not stop us from looking after the greater facts that show education system in the world is facing a critical problem that affects not only for education but also for economic growth, development and welfare of public.

Literature Review
The outline of the learners has changed. Without the restrictions of importance of institutions and responsibility, the technologies have changed the traditional method of learning to digital way of learning by transiting the student directly and transform their learning experiences (Chen, 2010). He explains the way of education system changed itself from traditional method to modern method that is digital form of learning. By this the students are experiencing the new form of learning. But this is not just enough to push them or to take out their innovation skill. They must be encouraged and the education institutions must provide all the support possible to nurture their skill. (Article: Does Indian education support innovation? 2017) explains the institutions in India are still not innovative; they are not parallel to the innovation of the other countries education system. It also speaks about the restrictions of government towards changing the education system into innovative. Today the pot of innovation is sprouting up in the education system but many institutes keep their head turned from the innovative classroom and follow the same traditional method of teaching but not giving chance to explore the innovation (McWilliams, 2008). Indeed the institutions assumptions and practices depend on the performance of the students in the test or examinations they conduct. Students who perform well are provided with the support to educate those on innovation but the students who are low achieving are not supported by the institutions and they don't even think that they are capable of doing else than learning theory (Vasquez Heilig & Darling-Hammond, 2008). The society and the government in this 21st century must transform their thinking from "nice to have" to "must have" in the education system. (Kay, 2010). Yet the people in workplace say that the learners will not work on the innovation in seeking information and the routine problems faced (McWilliams, 2008).

Challenges in improving the innovation in the education system must be overcome if the government of India realises its determined plans to promote innovation in students for faster economic growth in the country and the institutions must play the key role in this process says (MSDE, 2015). Once the challenges are faced and opportunities are created, Indian education system will get a proper definition for the innovation and they will be stable enough to control the consistency and perform accordingly to the innovation parallel to the innovation of other country. Participation in contributing for innovation is also equally important along with the contribution of Educational Institutions and students for the excellence of everyone. It can be economy or the nation as whole. For this change stake holders like parents first need to change their perspective about the traditional method of learning of their children and encourage them with their new ideas they are interested (Fast company: Sector forecasting, 2015). So the identified gap is contribution of other stake holders than the Institution is very less when compared and to achieve in that

area their contribution has to be managed and measured.
Above all this about the stakeholders, teaching staffs and the students are the major and direct contributors towards innovation. Staffs and their interest are the main source of innovation and the courage they build in students mind is stronger for innovation says [Dorit Tubin, 2014]. Teaching staffs contribute by supporting and encouraging students. Students' contribution is measured by the ideas generated and patented. Gillian A. Maxwell (2015) says the major stakeholders in the educational institutions are only the staff and the students. They are the only stakeholders to be considered as they directly contribute towards the innovation in the institutions.
Sergeeva and Radosavljevic (2014) explains teaching staffs willingness to contribute ideas as an interface between creativity and innovation that influence each student and contextual characteristics even with the barriers. The major factors affecting the contribution of teaching staff and the students are time, fund, idea generation and the infrastructure. A model based on analysis of innovation in several universities was developed, and described a hierarchy of innovations; self-started, descendent (Tomas and Castro, 2011). Curiosity is an eagerness to know or learn something different, while creativity relates to having or showing inventiveness and being visionary and insightful (Dawson Tan and McWilliams 2011). So the total stakeholders are narrow down to two major stakeholders that contribute towards innovation in the educational institutions.

Sample and Methods/ Methodology

The total surveys collected were 122. In that 6 were declines as they were from completely different background than from educational institutions. So the usable surveys are 116. The survey used convenience sampling and the questionnaire was sent by Google forms. It is an online survey as the time was really less. But the response is true. To avoid the repetition of filling the forms, the instructions was given like not to repeatedly fill the form.
The primary data was collected using quantitative method. Quantitative method includes survey and interview for the study. Tool and technique used for analysing the data is correlation in SPSS software to indentify the relationship between the variables.

Objectives of the Study

- To identify the relationship between contribution for innovation and Fund
- To identify the relationship between contribution for innovation and Infrastructure
- To identify the relationship between contribution for innovation and Idea Generation
- To identify the relationship between contribution for innovation and Time

Table 1: Hypothesis Generated

Dependent construct	Independent Construct	Hypothesis	Methods used	Resources Used
Contribution	Infrastructure	H0: Infrastructure will not affect innovation H1: Infrastructure will affect innovation	Survey	SPSS Correlation
Contribution	Fund	H0: Award do not influence developing ideas H1: Award influence developing ideas	Survey	SPSS Correlation
Contribution	Idea Generation	H0: Idea generation do not affect publishing in different platforms H1: Idea generation affect publishing in different platforms	Survey	SPSS Correlation
Contribution	Fund	H0: Fund do not influence media recognition H1: Fund influence media recognition	Survey	SPSS Correlation

Discussion

Objective 1: To identify the relationship between contribution for innovation and Infrastructure

Hypothesis	P value	p value	Conclusion
Infrastructure will effect Innovation	0.01	0.009	Hence Hypothesis is Rejected

Interpretation: Educational institutions must provide good infrastructure facility that increases contribution from students and staffs towards innovation.

Objective 2: To identify the relationship between contribution for innovation and Fund

Hypothesis	P value	p value	Conclusion
Fund Influences media recognition	0.01	0.050	Hence Hypothesis is Rejected

Interpretation: Innovation ideas developed by students with the support of teaching staffs in the educational institutions need to be awarded.

Objective 3: To identify the relationship between contribution for innovation and Idea Generation

Hypothesis	P value	p value	Conclusion
Award Influences developing Ideas	0.01	0.003	Hence Hypothesis is Rejected

Interpretation: Ideas generated by students with the help of staffs are to be published in different platforms like conferences, seminars etc. in the institutions.

Objective 4: To identify the relationship between contribution for innovation and Time

Hypothesis	P value	p value	Conclusion
Idea Generation Effects Publishing	0.01	0.029	Hence Hypothesis is Rejected

Interpretation: Students and staffs are provided with the ample amount of time to express ideas in the educational institutions

Limitations

The study is limited to all kind of educational institutions. It can be done separately based on different department. It would be useful to analyse data in department wise. Students and teaching staffs from management studies, Information Technology and many departments are included in the study. The second limitation is respondents may have misunderstood few of the questions. It may be useful to reframe the questions and to ask follow up questions similar to those in the study in which students and staffs contribute towards innovation in the institutions.

Scope for Future work

- Comparative study on measuring the contribution of students and teaching staffs towards innovation
- A study on measuring the innovation in educational institutions

Conclusion

The study strongly identifies that contribution is influenced by independent variables i.e. fund, infrastructure, idea generation and time. In the educational institutions, idea generation must be supported by providing the laboratories to students and teaching staffs. Even by arranging the workshops and trainings to stimulate the thinking about innovation which actually increases innovation itself. One of the main reasons for lack of innovation in the institute is time. Many of the responses tell that ample amount of time has to be given for the students and staffs to work on innovation. Ideas generated and approved successfully must be converted into projects and to be published in different platforms like; seminars, journals, conferences. When it comes to fund, successful innovations by students in the institutions and for the support given by the staffs for the innovation must be provided with monetary rewards. Before that new ideas developed in the institute should be awarded. As the fund is one of the main resources, it has to be allotted to the optimistically.

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