Innovation has proven its vital role and significant part of the education system. But it doesn’t end there. Inputting emphasis on innovation in education leads to the realization that innovation itself is not sufficient and can’t be effective in the aim of quality education and in line with aspirations of this 21st century. The effort for innovation to work will not only rely on the innovation itself or the one who will utilize it, and in most cases in education, it is the teachers who are expected direct users of innovation. Each one who is part of the system must contribute to it. Innovation alone is not a measure of a positive performance in itself. In Fuat and Fuat. (2016), it was reported that systems with poor educational performance may innovate more than systems with better results as they are trying to improve their results; while the effort was undertaken was commendable, assurance that improvement will be achieved is not guaranteed. On contrary, good systems may feel less pressure to innovate; they may also consider that their good performance allows them to take the risk of bold innovations. Innovations can’t stand alone and don’t assure success and effectiveness by itself. With this, these innovations are needed to be planned well, implemented properly, and to be monitored to ensure its maximum potentials. Specifically, in the school setting the role of the administrator is indeed a vital one. It was stressed that innovative activities are taking place in schools and classrooms where talented and creative school leaders are driving innovation in education.

As technology is one of the most widely used systems in creating and crafting innovations, it has been reported that the history of digital technologies in education so far has mainly been one of the unfulfilled commitments, naïve assumptions, and ineffective policies. Recent data in Vincent-Lancrin, Jacotin, Urgel, and González-
Sancho. (2017) showed that including the analysis of PISA data report manifested that presentation and utilization of digital technologies in schools has not yielded in the enhanced efficiency through better results at a lower cost. This is a clear indication that innovation isn’t enough in order to reach what this generation is eyeing for in the education system. There should be an effective collaboration from top to the bottom of this system for any innovation to work. And, sometimes technology alone cannot be considered innovation as it is. Thus, the importance of planning with consideration to different factors must, therefore, be emphasized, the implementation phase should be well undertaken, and monitoring of innovation should be always considered. In these ways, lapses, loopholes, and gaps in the promises of this era of technology as ways of innovations in the education system can be identified and being minded of such where solutions can be generated. Hence, innovation can be considered as a vital part of a whole is aiming for effective, efficient and successful education in this 21st century.

In line with this, having a system which recognizes also other factors that may affect the teaching-learning process is a very important thing. This somehow could ease the burden that teachers feel with regards to their responsibility in adapting to innovative practices applied in the system. Thus, the effectiveness and success of any innovation rely and depend on the efforts done by all the people involved in the education system. It should be every part of working as a whole to get better and meet greatness.
References:
