Exploration of Disruptive Innovative practices and its associated challenges among Omani School Teachers

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Abstract

Education, if imparted purposefully and done correctly expedites life success. The more unique and distinctive the educational experience is, the more valuable it is. The education system in general badly needs effective and operational innovation that aids to produce the needed high-quality learning outcomes. Education sector needs to get better understanding where we have been and where we are going, what constitutes innovation and/or disruption that is worthy of investment? There is no doubt for the necessity of change, but clarity is needed on the ‘How’. This is high time to try out ways to integrate customized learning experiences, assessment-based learning outcomes, wikis, blogs, social networking, and mobile learning into real time class education into schools based on its viability. For which the schools has to work on building resources, infrastructure, upgrade quality standards, invoke best practices, and innovation into regular curriculums. Hence the present study is an attempt to explore the disruptive innovations being followed and are experimented in the teaching learning process among schools at Bahla in the Sultanate of Oman.

The research design for the present study is exploratory in nature. Data needed for the present study was collected from primary and secondary sources; using interview schedules, conducting in-depth interview with teachers at schools, sourcing published reports from Ministry of education etc. Population comprises of the teachers at Bahla Schools, Sultanate of Oman. The list of schools at Bahla include Al Mamour Girls’ School, Sulaimi Boys’ School, Bisya School, High Valley School, Al-wadi Alala School whereby proportionately 50 percentage of samples were randomly selected from four schools at Bahla. Out of total 200 samples collected only 180 responses were found to be valid on the basis of consistency of responses and therefore taken fit for analysis. The collected data was processed with suitable statistical tools and results were drawn out. The study reveals the fact that practicing innovations will be of great use in upgrading tangible material assets or results as today’s students worry more about grades, certificates etc and as well intangible innovations, in particular pedagogy, psychology, and instructional methodology that supports teaching and learning and student engagement process in schools.

Key Words: Disruptive innovation, Student engagement, Teaching and Learning, Learning efficiency.

Overview

Education is nourished by society and in turn, nourishes society. Education, being a social institution aiding the requirements of society, is vital for society to survive and succeed. It should be not only comprehensive, sustainable, and superb, but must continuously evolve to meet the challenges of dynamic economy.

The education system in general badly needs effective and operational innovation that aids to produce the needed high-quality learning outcomes. The key focus of educational innovations should
be on teaching and learning, theory and practice, as well as on the learners, parents, community, society, and its culture. This evolution must be systemic, consistent, and scalable; therefore, school teachers, college professors, administrators, researchers, and policy makers are expected to innovate the theory and practice of teaching and learning, as well as all other aspects of this complex organization to ensure quality preparation of all students to life and work.

A solution like disruptive innovation with the usage of online learning, competency based education, Internet of things in learning, Virtual Augmented reality in teaching, Artificial Intelligence may allow institutions to rethink the traditional education model. With the advent of the above mentioned techniques, demonstrating student and the resultant learning outcomes has become strengthened.

**Education in Oman**

Education in Oman is provided free of charge up to the end of secondary education, though attendance is not mandatory at any level. In 1970 there were only three formal schools with 900 students in the whole country. Oman's national educational program expanded rapidly during the 1970s and the 1980s. In 2006–2007 about 560,000 students attended 1053 public schools. The number of students in private schools is about 65,000. There are also extensive programmers to combat adult illiteracy. Sultan Qaboos University, the only national university near Muscat, was founded in 1986, and in 2006 it had 13,500 students. The 2006 Human Development Report found the literacy rate to be 31.4% in adults, up from 54.7% in 1990. For the same period, the youth literacy rate increased from 85.6 to 97.3%. Public expenditure on education was reported to be 4.6% of GDP and 26.1% of total government spending.

Preschool education is provided to children less than 10 years old. It is offered by the private sector and some public organizations. Supervision is the responsibility of the Ministry of Education and the Ministry of Social Affairs. Nursery enrollment is very limited and estimated to be only 1%. Kindergarten is available mostly in large cities and enrollment is estimated to be 15%. In 1997, the ministry began development work on a Basic Education programme to gradually replace the three level General Education system. The aim of the reform is to create a unified system covering the first ten years of schooling. Basic Education is organized into two cycles: the first cycle covers grades 1 to 4 and the second cycle covers grades 5 to 10.

**Secondary Education:** Following primary education, pupils who successfully complete that level advance to the next level of education, which is divided into two equal parts called preparatory and secondary education, lasting a total of six years. The first preparatory schools were established in 1972. One was designated for boys and one for girls. Preparatory schools often share facilities with either a primary or secondary school. At the preparatory level, students may choose from four specific options: general education, health sciences, military studies, or vocational training. At the end of preparatory education, students take a national examination.

The first secondary school opened during the 1973-1974 academic year with an enrollment of 25 students. By 1985, there were more than 12,000 secondary students in Oman. Although secondary education levels still have lower enrollments than primary education (67 percent enrollment), this rate has been growing. Secondary education has two options, general education, which prepares pupils for the university, or a vocational education, which prepares pupils for careers. General education provides one year of basic academic subjects and two years in the humanities or sciences. The specialized vocational education includes basic academic subjects, but emphasizes Islamic, commercial,
agricultural, industrial, or teacher training. During the 1998-1999 academic school year, a new system was initiated, which consisted of ten years of basic education and two years of secondary education. This was introduced to 17 schools with the intent of gradually implementing this change throughout the country.

Schools at Bahla: Oman’s government realised that there was a need to provide a well-educated, resourceful local workforce for the future. Major programmes for building schools were undertaken and continue to this day and standards of education have been raised significantly throughout Oman and also in Bahla, an important town in the Sultanate which is well known for its tourist spots, a fort and handicrafts. There is a fairly wide choice of schools in Oman especially in Bahla, although state schools usually aim at Omani citizens and Arabs only, as these schools are based on an exclusively Islamic curriculum. The Ministry of Education controls standards in the state schools and have some influence over the establishment, legitimacy and running of those in the private sector, in some instances stipulating that school hours and days match those of the state schools. Government takes initiatives on improving educational process and finding solutions for the challenges faced by some schools.

Conceptual Definitions

**Innovation**: “The successful introduction of a new thing or method” (Brewer and Tierney, 2012). In essence, “[…] innovation seems to have two subcomponents. First, there is the idea or item which is novel to a particular individual or group and, second, there is the change which results from the adoption of the object or idea” (Evans, 1970).

**Disruptive innovation**, Christensen describes it as “an innovation that makes a complicated and expensive product simpler and cheaper and thereby attracts a new set of customers”.

**Student engagement** refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.

Associated Definitions:

- **Learning Efficiency**: The ability to learn and comprehend with the least cost and effort.
- **Learning**: the acquisition of knowledge or skills through study, experience, or being taught.
- **Online learning**: is a way of studying for an internationally recognized qualification without needing to attend classes on campus. It is aimed at those who wish to study for a postgraduate qualification alongside work or other commitments.
- **Competency-based Education** recognizes that all students enter a program with different skills and proficiencies and that each moves at a different rate.
- **The Internet of Things in learning** The increased connectivity between devices and “everyday things” means better data tracking and analytics, and improved communication between student, professor, and institution, often without ever saying a word.

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3 Source: Statistics from Ministry of Education report
4 -do-
7 [https://www.wikipedia.org/](https://www.wikipedia.org/)
• Virtual/Augmented Reality in teaching: students can immerse themselves in real-life learning situations that are either too dangerous or not possible to experience otherwise.

• Artificial Intelligence: (AI) the theory and development of computer systems able to perform tasks normally requiring human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages.

Review of Literature:

Brunner (1996) in his work suggested viewing education in a broader context of what society intends to accomplish through its educational investment to the young community. The “how” of the teaching (instructional methodology) is as important as the “what” says Morais et al., (2004). Ahmed Al-Rabbani & Mohsin Al-Salmi & Hamad Al-Salmi (2002), in their article titled “Challenges among Omani School”, examined “globalization impacts on all global cultures” and found out globalization and rapid technological penetration in the information age has massive and unpredictable impacts on all global cultures and societies, with positive and negative outcomes. The role of teachers is powerful in terms of not only academic instruction, but also being role model examples (Character Education Partnership, 2011). Many studies found that students strongly believe in the role of their teacher in fostering their values (Al-Hindi, 2001; Al-Saying, 2006; Barhom, 2009; Kashaln, 2010). However, fostering values among school students is not an easy task, as they are often disconnected from the role of education in non-academic dimensions as from the value system itself. This barrier is increasing due to the rapid pace of change and the role of international technology in life (Al-Dosoqi & Abdel Moti, 2004; Kutto, 2013).

Glasson (2009), in his article “Challenges Faced by Teachers”, studied the challenges faced by teachers when he handles more classes and found out, the challenges of handling large classes compounded by the acute shortage of teachers puts a strain on the teachers’ ability to provide quality language work to the learners because the teacher–learner ratio is not proportional.

According to Diamond (2005), “New technologies, whether or not they succeed in solving the problem that they were designed to solve, regularly create unanticipated new problems”. Marcus (2012) in his work examined that the teacher education and professional development are definitely one of the primary areas that call for innovative approaches: teachers must be taught to teach well. Christensen and Eyring (2011), who wrote about disruptive innovations that force universities to change, predict that teaching in the future will be disruptable as technology improves and shifts the competitive focus from a teacher’s credentials or an institution’s prestige to what students actually learn.

Laura Iancu (2013) in her article on “Challenges Facing teachers At School Beginning and Tools to Address Them”, studied the role of educators to keep students interested in learning and found out that children have become accustomed to new technologies and are always eager to learn new skills and discover fun activities. Derek Bok, a former Harvard University President, writes, “[…] neither American students nor our universities, nor the nation itself, can afford to take for granted the quality of higher education and the teaching and learning it provides” (Bok, 2007). Pasi Sahlberg explains, “We are creating a new culture of education, and there is no way back” (Sahlberg, 2011). Editors of the book Reinventing Higher Education: The Promise of Innovation, Ben Wildavsky, Andrew Kelly, and Kevin Carey write, “The higher education system also betrays an innovation deficit in another way: a steady decline in productivity driven by a combination of static or declining output paired with skyrocketing prices (Wildavsky et al., 2012).
As per Brewer and Tierney (2012), sustaining innovation continues the current dimensions of performance. Innovations may come as a result of inspiration, continuous creative mental activity, or “supply pushed” through the availability of new technological possibilities in production, or “demand led” based on market or societal needs. George Friedman argues that computers have had “profoundly disruptive consequences on cultural live throughout the world” (Friedman, 2012, p. 25), which could not have left education unperturbed. Research of exemplary educational systems across the world vividly demonstrates that teacher quality is the fundamental element of educational success: “It is especially teachers who shape students’ learning environments and help them reach their intellectual potential”: (Vieluf et al., 2012).

According to Sousa (2014), the widespread use of technology is having both positive and negative effects on students’ attention and memory systems. A strong warning about the negative effects of the Web comes from Maurer et al. (2013), who caution that modern media, particularly networked computers, are endangering our capacity to think, to remember clearly, and to read and write with concentration; they also imperil creativity. In studies of student satisfaction, students commonly rate their online experiences as satisfactory, with convenience being the most cited reason (Cole et al., 2014). Neil Postman addressed another concern of overemphasizing the role of technology in education, cautioning against “[…] surrendering education to technology” (Postman, 1993), which may have far-reaching social and cultural consequences (Serdyukov, 2015).

Program for International Student Assessment (PISA) evaluations keep revealing disappointing results for our middle school (Pew Research Center, 2015); a large number of high school graduates are not ready for college (College preparedness, 2012); and employers, urn, are often dissatisfied with college graduates (Thomson, 2015; Jaschik, 2015). Innovation in any area or aspect can make a change in education in a variety of ways. Ultimately, however, innovations are about quality and productivity of learning (Camins, 2015). Mattan Griffel writes, “We need to change the role of teachers. What kind of people do we consider teachers? How do we elevate teachers in society?” (Crichton, 2015). Teachers of Trinity Grammar School (2017) in their article “What Are The Main Challenges Facing Teachers?”, studied the effective ideas for students in learning process and found out the difficulty in identifying and finding effective ideas to educate children.

Significance of the Study:

Education is the key element of national economic performance, resource allocation, and human advancement through training. Education needs a greater commitment than any other development activity as it is a continuous labour intensive process. It requires skilled and highly trained and dedicated staffs who work strenuously. It also needs well-structured curricular, adequate teaching and learning materials, well-built buildings and adequate furniture. To provide all these, governments, communities, parents and other stakeholders must sacrifice other priorities. Education as a potential tool provides desirable and worthwhile broad and in depth modes of thought, skills, attitudes, and understanding needed for the full development of the human thinking and action. Therefore, education requires proper and special allocation of both human and physical resources.

Hence the present study is undertaken to explore disruptive innovative practices and the associated challenges faced by omani school teachers in the phase of delivering quality education to the students at Bahla, a renowned city at Sultanate of Oman. This study aims at the school teachers who face challenges in delivering the right knowledge and skills who support the achievement of the students. Again teachers with low morale in teaching profession work with negative attitudes. Hence the researcher tries to observe why few teachers lose interest in their profession? And its relation with the challenges they face. The study was conducted to aid the education policy makers in evaluating
whether their objectives were valid and to what extent they have been achieved and what further measures or actions should be taken to achieve the set goals. The information would also be helpful to academic contributors and innovators who rethink strategies for the upliftment of schools.

Statement of the problem

Education is the major and important need in initiating and preparing a student through learning, which enables him/her to play active roles in society. Teachers are the frontline individuals in the provision of education service. They are the human resources who control the operations of schools in terms of transferring knowledge, skills and attitudes to students. Numerous research studies have proved that teachers play important role in ensuring high quality education for students, regardless of the country in which they are teaching (CarrHill1984; O'Sullivan 2002; VSO 2002.) In short, “teachers are essential players in promoting quality education.”

Though various discussions have been made in association with assessing adequate teaching standards in schools in Oman, few studies have attempted to discover facts like new trends and techniques being followed in teaching and learning and its related challenges like, inadequate reward for professional work, lack of professional teachers, poor environment at primary and secondary level, non-conducive learning, poorly constructed and ill equipped infrastructure, short supply of instructional materials etc. Therefore, these problems become challenges that affect the effectiveness and efficiency in teachers’ teaching performance in schools.

To ensure that pupils gain the right education, critical and detailed information are needed to help and convince all stakeholders to revise and come up with solution on how to assist teachers so that they may do what they ought to perform. This study is an attempt to investigate and explore the disruptive innovative practices being followed and its related challenges faced by teachers in improving teaching performance at schools in Bahla. With the above mentioned idea the present research is conducted with the following questions in purview:

1. To detect the hurdles in disruptive innovation in schools at Oman.
2. To find out ways to increase the scale and rate of innovation-based transformations in the education system in schools.
3. How to create a base for large-scale innovations and their implementation?
4. How to increase effectiveness of technology innovations in education?
5. How to elevate time and cost efficiency of education?
6. How innovations are being integrated in teaching and learning process?

Objectives of the Study:

1. To examine the diverse disruptive innovative practices being followed and are experimented in the teaching learning process and its impact in the process of student’s engagement and teaching learning among schools at Bahla, Sultanate of Oman

2. To identify the challenges faced by teachers in delivering and enhancing teaching learning performance and outcomes at schools in Bahla.
Conceptual Framework of the present study

Methodology of the Study

The research design for the present study is exploratory in nature. The data and facts that relate to disruptive innovative practices being experimented in Bahla schools at Oman were studied and the related challenges faced by school teachers are identified, compiled and are associated with the quality performance of the school teachers, their morale, student learning process and engagement. Data needed for the present study was collected from primary and secondary sources; using interview schedules, conducting in-depth interview with teachers at schools, sourcing published reports from Ministry of education etc. Population comprises of the teachers at Bahla Schools, Sultanate of Oman. Population comprises of all the teachers at Bahla Schools, Oman. The list of schools at Bahla include Al Mamour Girls’ School, Sulaimi Boys’ School, Bisya School, High Valley School, AlwadiAlala School whereby proportionately 50 percent age of samples were selected randomly from four schools in Bahla.

Out of total of 200 samples collected only 180 responses were found to be valid on the basis of consistency of responses and therefore taken fit for analysis. The collected data was processed with suitable statistical tools and results were drawn out. Determinants exploring disruptive innovation in teaching and learning process were tested for its reliability using Cronbach’s Alpha test where the respective scores are greater than seven. Hence the validity of the determinants was proved. Likert’s five point scaling technique was used on the basis of which Summary statistics using simple percentage, mean and Standard Deviation were calculated. Correlation and path coefficient analysis was applied to find out the most influential factors of teaching learning process and its impact in the process of student’s engagement among teachers at Bahla, Sultanate of Oman.

Research implications

Demographic profile of the respondents: The study reveals the fact that majority of the school teachers are female and male respondents occupy administrative jobs. Respondents are mainly between 26 to
Challenges faced by the school teachers: It is widely observed that many teachers have recently been making a range of demands. Among their demands are improvements in their working conditions, such as reducing their classroom teaching time and better provision for teachers posted far from home. It is generally recognized that “teacher quality” is one of the most important factors influencing student achievement. It needs to ensure that teachers possess the skills, knowledge and training needed to cope with many changes and challenges which lie ahead. It also needs to ensure that teachers are provided with working conditions that enable them to carry out their duties to an appropriately high standard. In recent scenario many schools have introduced an open, fair and transparent system of teacher’s recruitment and placement, appropriate in-service training, professional standards, accountability and appropriate working conditions. In addition to the above mentioned few other notable challenges faced by School teachers are as follows: balancing the different learning needs of students, respecting expectations from school administration, helping parents and students to meet long-term goals, difficulty in monitoring the entire class, involvement of Parents, lack of Support from Schools, lack of teacher education, parent/teacher relationships, lack of motivation and monetary concerns.

Teacher Recruitment by Ministry of Education: As the number of graduate teachers increased, the supply of newly qualified teachers has exceeded the requirement, although there remain shortages in some subjects. It’s a general fact that vacancies for teaching posts are announced twice a year to accommodate those teachers who graduate in January and those who graduate later in May/June. The Ministry of Education ascertains how many graduates it will need to fulfil its requirements, and ensures that there are sufficient numbers of teachers to cover all subject areas in all the schools around the country. The process of teacher selection is both professional and transparent. Since many Omanis qualify as teachers in overseas universities and colleges, the Ministry requires them to take a formal examination in their subject area. These examinations are written, administered and checked by qualified personnel at Sultan Qaboos University, Muscat. The teacher selection results are sent in rank order to the Ministry of Education and are announced in the local media. Since 2006, Omani teachers of English Language are required to have an IELTS score of Band 6 in all 4 skills (Listening, Speaking, Reading and Writing) or its TOEFL equivalent, from a recognized test centre. Teachers’ examination results are categorized according to subject, governorate and gender. In the case of two teachers achieving the exact same results, priority is given to those who graduated first. If both graduated in the same academic year, then priority is given to the teacher who first registered with the Ministry of Manpower. If both teachers registered on the same day, priority is given to the oldest graduate. Upon successful completion of the examination, new teachers are interviewed in their respective governorates. During the interview, teachers are asked if they are prepared to teach anywhere in the country, including the more remote areas. The teachers selected to join the Ministry of Education, are then offered a contract, in which it clearly states the governorate the teacher will be required to report to at the start of the academic year. All contracts offered include an accommodation allowance and an allowance for transport costs incurred. Those who are assigned to more remote areas are offered free accommodation, and this does not affect their housing allowance.

Teacher Placement: On appointment, teachers are sent to specified schools. While individual teachers do not normally have a choice of school, regional education officials usually consider the teacher’s home location when deciding on a position. The Ministry of Education tries to ensure that those teachers who are married with children are assigned to the less remote areas, but this is not always possible. The Ministry of Education’s first priority has to be the provision of education to all Omani children under its care, and it does its utmost to ensure that students in more remote areas are afforded the same educational opportunities as students elsewhere in the country. Teachers can apply to transfer
after they have completed the first semester during their first year of service. This is done according to criteria based on a transparent points system. Teachers are requested to list their preferred work locations/governorates from one to ten. Teachers who are married with children, widows with children, teachers who have health problems or have immediate family members suffering from health problems are prioritized. Factors affecting transfer include the initial date of request, years of service, performance reports and test scores in the case of newly qualified teachers.

In-Service Training: All new teachers have to undertake an induction programme and this involves two-week taught courses delivered in three blocks in September, October and February. The induction programme focuses on teaching practices and policies, as well as the curriculum. There is increasing recognition that teacher education can no longer be seen as a single initial period of training but is an ongoing process throughout the teacher’s career. Teachers are also provided with opportunities to attend professional conferences both in Oman and overseas. In addition, the International Visitor Programme sends school principals and supervisors abroad to observe ‘best practice’ and to share what they have learnt with their colleagues upon their return. There are also opportunities for teachers and other ministry personnel to upgrade their qualifications from BA to MA to PhD, with teachers being allocated a 70% share of such places. At present the Ministry of Education provides some funds to schools to organize their own professional development training. Senior teachers often identify the topics for staff development based on their knowledge of the needs within the school. The Ministry of Education supports schools to make greater use of the expertise of practicing teachers, to encourage more teacher-peer collaboration where teachers meet at the local level to share ideas and develop good practices, and it also provides an on-line forum for professional development and discussion.

Standard Setting: In addition to working on standards of learning achievement, the Ministry of Education expects to have completed the development of professional standards for school principals, teachers and supervisors. With the introduction of professional standards, teachers and leaders will be expected to play a key role in identifying their own needs and directing their own improvement. These standards are likely to be an important development in helping to clarify roles, evaluate staff performance and in determining appropriate staff development programmes.

Accountability: Recently, however, some aspects of the system have been decentralized to the governorates, such as teacher appointments and some public examination and in-service teacher training functions. Oman is also moving toward greater school autonomy and enhancing the role of school leaders. The Ministry of Education has implemented a whole school evaluation programme which involves two components: self-evaluation and external evaluation. In 2009, a ministerial decree granted more autonomy to selected schools. Among other duties, school principals are now expected to supervise teachers at least once a year, organize school efforts to improve teaching, and develop an action plan based on the whole-school evaluation report. With increased autonomy, principals and schools will be expected to accept increased accountability.

Teacher Workload and Conditions: Oman has low student-teacher ratios at all levels of its education system. As teacher recruitment has outpaced enrolment growth, the student-teacher ratio in Oman’s public schools has been declining in recent years. Since 2011 the overall student-teacher ratio has been reduced to 10 to 1, which is very low by international standards. In 2008, educational leaders established goals to reduce the student-teacher ratio in the Arab World to 1:20 by 2017; Oman has already far exceeded that target. Teachers are expected to teach 28 periods of 40 minutes each per week, the equivalent of 70% of student contact hours. In practice, teachers rarely ever teach 28 periods per week. Teacher workload (in terms of teaching time) is very low by international standards. A teacher teaching 28 periods per week for a 180-day academic year would have a workload of 672 hours of teaching time per year. In practice, there are 2.2 teachers per class, which suggests an average workload of 18 periods per week or 436 hours per year. These figures are substantially lower than the World Education Indicators countries’ averages of over 800 hours per year. Based on these figures, the demand from Omani teachers to further reduce their teaching workload seems very hard to justify. The
Ministry has recently invested RO10mn in refurbishing all school staff rooms. Every teacher now has their own customized workspace and tea and coffee making facilities have been provided.

Development measures: The Ministry of Education is strongly committed to a policy of openness, engagement and transparency. In pursuit of this policy, the Ministry has taken various measures to address concerns raised by teachers in recent times. Teacher workload has been substantially reduced in an attempt to increase teacher effectiveness. The Ministry is devolving more responsibilities to regions and schools to encourage teachers to become more inclusive partners in the development and management of the education system. It plans to improve leadership and teaching in government schools by initiating a new approach to teacher and school leaders’ professional development. This will involve the establishment of a “Centre for Teacher Development” which will serve as a Centre of Excellence in the design and delivery of face-to-face, on-line and workplace professional training for teachers and school principals. Given the significance of education for individuals, the economy and society, the future well-being of the country is dependent upon advancing the standards of educational provision. The Ministry of Education is preparing its teachers to play a central role in this process. As economies and societies evolve, teachers are facing increased expectations about their roles. If the teaching profession is to retain the confidence of society, it must seize this opportunity and show itself willing to adapt and develop in a constructive manner.

Disruptive innovations practices at schools: The schools on its behalf give chances for teachers to observe best practices from other institutions. Teachers have space in requesting the management to train them with skills matching their need. Every school gives its teachers to perform online forum based on their performance appraisal. Most of the schools try hard to improve the teaching pedagogy by inculcating innovations among teachers in the field of education. Few practices they try out in schools include: usage of online in the distribution of materials, worksheets, conducting quizzes and tests, showing videos and making demonstrations with smart boards. Internet of things is adopted in academic and in managerial related tasks though in less percentages. The schools permit teachers to involve in system planning and development decisions. Thereby every teacher is able to justify the learning needs of students within their limits and the expectations of school administration, parents, and peers. Competency-based education, which measures students’ learning and their progress, mastery in knowledge and skills regardless of the time was not able to be practiced at school level rather was felt better for collegiate education among teachers. As most schools hold time requirements constant and let learning vary, competency-based learning which allows learning constant and let time vary is found not suitable for most of the schools. In addition virtual augmented reality and artificial intelligence yet to take its phase in most of the schools in Bahla though schools in cities like Muscat started its try out. The school provides good support to the teachers in their task accomplishments and generally teachers donot face any difficulties in performing the tasks allotted to individuals and groups. In short teachers face less or no difficulties in fulfilling the role expectations, hence morale of the teachers are maintained at higher level which in turn supports the student engagement and teaching learning atmosphere at schools.

Conclusion: According to Shelton (2011), ‘Education not only needs new ideas and inventions that shatter the performance expectations of today’s status quo; to make a meaningful impact, but new solutions must also “scale,” to serve millions of students and teachers or large portions of specific underserved populations”. Education is a sector that needs disruptive innovation. Education, if imparted purposefully and done correctly expedites life success. The more unique and distinctive the educational experience is, the more valuable it is. Hence education sector needs to get better at understanding where we have been and where we are going, what constitutes innovation and/or disruption that is worthy of investment? There is no doubt for the necessity of change, but clarity is needed on the ‘How’.
This is high time to try out ways to integrate customized learning experiences, assessment-based learning outcomes, wikis, blogs, social networking, and mobile learning into real time class education or into schools based on its viability. For which the schools has to work on building resources, infrastructure, upgrade quality standards, invoke best practices, and innovation into regular curriculums. Hence the present study is an attempt to explore the disruptive innovative practices being followed and are being experimented in the teaching learning process among schools at Bahla in the Sultanate of Oman. The study reveals the fact that practicing innovations will be of great use in upgrading tangible material assets or results as today’s students worry more about grades, certificates etc, and intangible innovations, particularly pedagogy, psychology, and instructional methodology that supports teaching and learning and student engagement process among school teachers.

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