

Western Nigerian Universities

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1. Introduction

Numerous changes had occurred over recent years in the university community. The ability for an individual to effectively adapt to these ever-changing conditions is dependent on organisational commitment and psychological wellbeing of the individual which is dependent on how the individual feels included.

Often times, Lecturers have the mindset to look for opportunities outside the university when there is lack of cooperation/relationships and a sense of flexibility.

2. Aims & Objectives

The study tend to close the inadequacy of empirically studies gap on how flexible minded individuals in the education sector are included in the work environment and quest for potential factors of inclusive work environment and workforce adaptability. Hypothesized that inclusive work environment does not have significant effect on adaptable workforce in the selected southern Nigeria universities

The study aimed to answer the question, to what extent is IWE positively associated with university lecturers' adaptability (AW)? The work proposed as measures of IWE (Satisfaction with University work environment; Fair Treatment; Integrating Differences; Decision-Making; Psychological Safety; Trust; Belonging and Diversity) and AW (Cognitive Adaptively; Affective Adaptively, Behavioral Adaptively; Cultural Adaptability; Physical Adaptability and Interpersonal Adaptability) in an academic work environment to fill the limited resource gap.

3. Methodology

The sample consists of academic staff in fifty six (56) Western Nigerian universities from whom a non-probability / convenience sample was drawn.

4. Data Collection & Analysis

6-point Likert-type scale electronic questionnaires were sent out to all elements within the population and 79 participants responded, resulting in an overall response rate of 43.96%.

CVI formula value of 0.91 was obtained, which indicated that the instrument was valid. The results from the analysis showed a KMO of all the variables, which had 0.726 and 0.962 ranges. The internal consistency method was utilized to ascertain the reliability of the instrument. The Cronbach's Alpha coefficient of the instrument was above 0.70

The data collected were analyzed through SPSS, version 23. Frequencies and percentages of the demographics/personal data were determined. Linear regression was conducted on IWE and AW

5. Results

The findings revealed that there is significant positive relationship between IWE and AW. This suggests that the academics acknowledge the importance of inclusion in relation to their intention to adapt to the ever changing work environment.

Despite limited availability of resources on inclusive work environment and adaptable workforce the findings is in consonant with Vohra and Chari (2015)'s discovery that significant relationship exist between creating inclusiveness and how adaptable an individual is in the workplace.

6. Conclusion

In conclusion, Lecturers, who try new ideas in teaching methods and actively establishing relationships with others inside/outside the university community would easily achieve career progression. Therefore, to effectively acclimatize in the workplace, individual need to be cognitively, affectively and behaviorally adaptable in a work environment that is inclusive.