



ENHANCING INCLUSIVE WORKPLACE AND ADAPTABLE WORKFORCE THROUGH MANAGEMENT EDUCATION IN PRIVATE SECONDARY SCHOOLS IN SAGAMU LOCAL GOVERNMENT, OGUN STATE

BABATUNDE FAJIMI

DEPARTMENT OF ADULT EDUCATION

UNIVERSITY OF IBADAN, IBADAN, OYO STATE

ORCID ID: 0000-0002-8518-4149

INTRODUCTION

- Unfavourable working conditions and unfair labour practices in private secondary schools in Nigeria are symptomatic of a non-inclusive workplace and an unadaptable workforce and management staff of the schools have been alluded as the causative factor.
- Management Education equip leaders with the competencies to create conducive work environment for innovative employees.
- The workplace landscape has changed, and work has become smarter with digitisation and employees sophisticated as shifting demographics ushered in Millennials and GenZ into the workplace (Rogers, 2021; Gentina, 2021, De Witte, 2022).
- Workforce changes have brought diversity, demand for equality and a supportive work environment, and collaboration between technology and humans (Panth and Maclean, 2020; Cascio and Montealegre, 2020; Khatiwada, 2020).
- Education as a critical sector of the Nigerian economy is trapped in traditional approaches to management techniques and practices (Mburu, 2020).

INTRODUCTION

- Management staff are equipped with 20th-century skills to manage 21st-century workforce despite increasing traction around diversity, equity, and inclusion in workplace (Panth and Maclean, 2020, Muenster, 2023).
- Since Covid-19 pandemic in 2020, teachers' turnover in private education sub-sector has been high due to inflexible management practices and unfair labour practices (Eziamaka, 2020; Kabir, 2020; Borode, Jimola, and Olaniyan, 2022).
- There is a competencies gap of management staff who lack management education (Mrope and Bangi, 2014; Harris, 2017; Al Mamun and Hasan, 2017; Lauby, 2023).
- If management staff of schools do not increase competencies to address the crises of teachers' turnover, Nigerian will not attain SDG4 in 2030.
- The study will examine the relationship between management education and inclusive workplace and adaptable workforce and determine whether management education can improve inclusive workplace and adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State.

INTRODUCTION

- **Inclusive Workplace:** is a culture and work environment that is open, accommodating, trusting and supportive. It promotes industrial democracy through diversity and equity and is devoid of bias, prejudice, groupthink, and overt or covert discriminations (Sica-Leiber, 2020; Hawranik; Muenster, 2023).
- **Adaptable Workforce:** is the phenomenon whereby employees have and are encouraged to exercise their abilities to survive challenges of a rapidly changing work environment and the VUCA world (Fuller, Wallenstein, Raman and de Chalendar (2019).
- **Management Education:** is executive learning and education given to the four different levels of management staff to increase leadership and administrative competencies. It is important for personal career growth, team development, and institutional sustainability (Lanre Omole, 2005; Fajimi, 2021). Ansoff, Mintzberg, and Weber theorised about classical management structure and competencies for effective leadership and administration. These competencies are acquired through conferences, seminars, mandatory professional development programmes, and knowledge sharing (Akinnusi, Sonubi, and Oyewunmi, 2017; Alam, 2021; Fajimi, 2021).

INTRODUCTION

■ Research Questions

1. To what extent does management education impact inclusive workplace in private secondary schools in Sagamu Local Government, Ogun State?
2. To what extent does management education influence adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State?
3. How does management education improve inclusive workplace and adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State?

■ Research Hypotheses

1. There is no significant relationship between management education and inclusive workplace in private secondary schools in Sagamu Local Government, Ogun State?
2. There is no significant relationship between management education and adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State?
3. There is no significant composite relationship among inclusive workplace, adaptable workforce, and management education in private secondary schools in Sagamu Local Government, Ogun State?

METHODOLOGY

- The study adopted the descriptive survey research.
- The population of the study was all teachers and management staff of private secondary schools in Sagamu Local Government Area, Ogun State.
- A sample of 70 participants (50 teachers and 20 management staff) was drawn through a multi-stage sampling technique.
- The survey instrument was a self-developed questionnaire titled *Inclusive Workplace and Adaptable Workforce through Management Education Scale* administered electronically, and 70 responses were obtained over three weeks.
- The data obtained were analyzed with descriptive statistics using frequency counts, percentages, mean scores, standard deviation, and Pearson Product Moment Correlation (PPMC).

FINDINGS

- Management education substantially impacted inclusive workplace in private secondary schools in Sagamu Local Government, Ogun State.
- The influence of management education was averagely significant on workforce adaptability in private secondary schools in Sagamu Local Government, Ogun State.
- Management education could substantially improve inclusive workplace and adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State.
- There was a strong positive correlation between management education and inclusive workplace ($r=0.740$, $p=0.00$) implying that management education is a determinant of inclusive workplace in private secondary schools in Sagamu Local Government, Ogun State.
- There was a strong positive correlation between management education and adaptable workforce ($r=0.807$, $p=0.01$) implying that management education was a determinant of an adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State.
- There was a significant composite relationship among inclusive workplace, adaptable workforce, and management education in private secondary schools in Sagamu Local Government, Ogun State as the multiple correlation coefficient stood at 0.84 with regression ANOVA of ($F_{(2,67)}=79.26$, $P<0.05$).

DISCUSSIONS OF FINDINGS

- The studies of Akinnusi, Sonubi, and Oyewunmi (2017) and Hawranik (2020) showed that inclusive organisations were more productive than less inclusive organisations. Adeleye, Atewologun, and Matanmi (2014), Umemezia (2017), and Adeleye, Fawehinmi, Adisa, Utam, and Ikechukwu-Ifudu (2019) said the practice of inclusive workplace was low in Nigeria. The study indicated a progression because of the impact of management education which have innovatively increased after Covid-19 pandemic.
- This finding corroborated Wallenstein, Raman, and de Chalendar (2019), Horri and Sakurai (2020), and Eda (2021) who concluded that the influence of management education on the adaptability of the workforce was not significant to help employees navigate disruptions in the workplace despite employees' readiness.
- The study supported the works of Stobierski (2020), Pillai (2021), Alam (2021), and Muenster (2023) that management education could substantially improve inclusive workplace and adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State.

CONCLUSION

- Management education substantially impacted inclusive workplace but average substantially influenced an adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State.
- Management education is a determinant of inclusive workplace because there is a strong positive correlation between the two variables.
- Management education is a determinant of adaptable workforce because there is a strong positive correlation between the two variables.
- There is a joint contribution of inclusive workplace, adaptable workforce, and management education because management education as the independent variable is statistically significant in the study. Consequently, management education can substantially improve inclusive workplace and adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State.

RECOMMENDATION

- Private secondary schools should institutionalize organisational culture.
- Management staff should operate an open-book organisation, scale up its industrial democracy to give employees a sense of belongingness in the workplace.
- The work environment should encourage transparency in decision-making and create management performance system that engenders critical thinking, innovation in pedagogy and digitisation for employee creativity.
- The workplace should be employee-friendly, and management should promote work-life balance among the employees.