Innovations

Enhancing Inclusive Workplace and Adaptable Workforce through Management Education in Private Secondary Schools in Sagamu Local Government, Ogun State

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Abstract

The 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 equips leaders with the competencies to create conducive work environment for innovative employees. The study examined management education, inclusive workplace, and adaptable workforce and established relationship between the variables to promote inclusion and adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State. The study adopted the descriptive survey research design. The population sampled 70 respondents comprising 50 teachers and 20 management staff who were selected through a multi-stage sampling technique. Three research questions guided the study and three null hypotheses were tested. The self-designed questionnaire for the study was validated and Cronbach's Alpha test-retest reliability coefficient of 0.79 was obtained. The data collected were analysed with descriptive and inferential statistics. The findings revealed a strong positive correlation between management education and inclusive workplace at (r = 0.740, p = 0.00) and a strong positive correlation between management education and adaptable workplace at (r = 0.807, p = 0.01). The multiple correlation coefficient of the independent variable with the dependent variable was 0.84 and the regression ANOVA produced (F $_{(2, 67)}$ = 79.26, P < 0.05) to show that the joint contribution of management education, inclusive workplace, and adaptable workforce is statistically significant. The study recommended that management of private secondary schools should operate an open-book organisation, scale up its industrial democracy, and promote workers' participation in management. The work environment should create a performance management system that encourages critical thinking and innovation. There should be an avenue for work-life balance among employees of private secondary schools.

Keywords: Inclusive Workplace, Adaptable Workforce, Management Education, Private Secondary Schools, Sustainable Development Goal Four (SDG4).

Introduction

Executives require management education to equip them with the requisite competencies and competitiveness for corporate strategyand leadership to develop an engaged workforce for productive and sustainable businesses in today's marketplace. Management education is pivotal to executive leadership and strategy execution for the sustainability of organisations in a constantly changing world (Fajimi, 2021; Akinyooye and Fajimi, 2022). Lanre Omole (2005) and Chopra (2022) said that rapid changes in technology and management techniques make skills obsolete at the speed of light and organisations need to constantly train and retrain management personnel to manage complexities, engage employees, increase productivity, and become sustainable.

The workplace landscape has changed, work has become smarter with digitisation, and employees have become sophisticated in capabilities as shifting demographics usher in Millennials and Gen Z (iGen)into the workplace (Rogers, 2021; Gentina, 2021; Annie E. Cassey Foundation, 2021; Roberta Katz in De Witte, 2022). Stubbings and Sethi (2018) argued that workforce changes have been accompanied by diversity, demands for equality and a supportive work environment, and collaboration between technology and humans to harness new skills such as innovation, empathy, ethics, and digital competencies. Managers of organisations need management education to meet up with the increasing demands of emerging trends in today's world of work and prepare their organisations for the future (Panth and Maclean, 2020; Cascio and Montealegre, 2020; Khatiwada, 2020).

The paradigm poses two challenges to the global South, particularly since the emergence of the Covid-19 pandemic. Firstly, African developing countries like Nigeria where critical sectors of the economy like education are trapped in traditional approaches to management techniques and practices which Mburu (2020) said is struggling for global competitiveness. The management staff in the education sector are still equipped with twentieth-century skills to manage the twenty-first-century workforce. Secondly, the phenomenon of diversity, equity, and inclusion has gained traction since the emergence of globalisation and technology in the world of work (Muenster, 2023). Panth and Maclean (2020) and Muenster (2023) posited that although diversity and equity have continued to improve in the workplace, inclusion has remained a challenge because the management staff lacks the competencies to create an inclusive workplace and build an adaptable workforce.

The competencies deficit was evident in the wake of the Covid-19 pandemic in 2020 when teachers in the private education sub-sector lost their jobs due to inflexible management practices and unfair labour practices (Eziamaka, 2020; Kabir, 2020; Borode, Jimola, and Olaniyan, 2022). Many teachers did not return to work after the pandemic lockdown. Consequently, there hasbeen an increasing turnover of teachers in private schools because of the perception of unfavourable working conditions. These conditions are symptomatic of a non-inclusive workplace and unadaptable workforce and literature attributed the causative factor to the competencies gap of management staff who lack management education (Mrope and Bangi, 2014; Harris, 2017; Al Mamun and Hasan, 2017; Turkistani, 2020; Yasin, 2020; Cabrera, 2021;Lauby, 2023).

Private schools contribute to qualitative education and the attainment of the country's Sustainable Development Goal Four (SDG4). Private secondary schools are schools that are not owned, managed, or sponsored by the government or community. National Policy on Education 2014 recognizes private ownership and management of secondary schools in Nigeria (Omokhabi and Fajimi, 2021). There are 59,875 secondary schools (32,833 junior secondary schools and 27,042 senior secondary schools) out of which 20,313 are private junior secondary schools and 17,453 are private senior secondary schools (Federal Ministry of Education, 2019; Sasu, 2022). There are 142,441 (69,181 male; 73,260 female) teachers in private

junior secondary schools and 261,407 (125,533 male; 135,874 female) teachers in private secondary schools in Nigeria (Federal Ministry of Education, 2019).

Management education equips leaders with the competencies to create a conducive work environment that supports and empowers innovative employees to deliver qualitative education in the private schools sub-sector of the education industry. If school owners and management staff lack the competencies to reverse teachers turnover, Nigeria may not attain SDG4 which involves inclusive and equitable quality education and the promotion of lifelong learning opportunities for all in 2030. Whereas there is an ongoing discourse in the community of practice among professionals about the inclusive workplace and adaptable workforce aggregating to the need to train executives (Chartered Insurance Institute, 2019), no tangible empirical study has been conducted in Nigeria where the practice of inclusive workplace has been currently low (Adeleye, Atewologun, and Matanmi, 2014; Umemezia, 2017; Adeleye, Fawehinmi, Adisa, Utam, and Ikechukwu-Ifudu, 2019).

The study will, therefore,studythe relationship between management education and inclusive workplace and adaptable workforce, and examine whether management education can improve the inclusive workplace and adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State. The specific objectives are to determine the extent that management education impacts the inclusive workplace in private secondary schools in Sagamu Local Government, Ogun State; determine the extent that management education influences the adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State; and examine how management education improve the inclusive workplace and adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State.

Literature Review
Concept of Management Education
Management education is a terminology for executive or managerial education that organisations give managers to increase leadership and administrative competencies and it is important for personal career growth, team development in the workplace, and the sustainability of the organisation (Lanre Omole, 2005; Fajimi, 2021). Management education is beneficial to executives and the workforce, and invariably the organisation. Management education builds executives in the five areas of managerial roles identified by Ansolf (1984) who surmised that the manager is a leader, controller, administrator, planner, and entrepreneur.

Mintzberg also classified managerial roles into 10 different interrelated functions under three categories and management education sharpens these roles and makes the executives perform at an optimal level as a symbolic head of the organisation, leader, and liaison (under the interpersonal roles category), monitor, disseminator, and spokesperson (under the informational roles category), and entrepreneur, disturbance handler, resource allocator, and negotiator (under the decisional roles category) according to Obiefuna (2014). Stobierski (2020) and Pillai (2021) agreed that management education improves the communication skills of executives, enhancesa deeper understanding of the role of management in organisational effectiveness, and improves understanding of change management and decision-making skills.

Management education enhances the managerial skills of executives to prepare the workforce to adjust to the ever-changing business environment. These executives are found in four levels along the hierarchical structure in Max Weber's concept of bureaucracy (Serpa and Ferreira, 2019) atop of which is the executive management (C-suite level) responsible for strategy, leadership, and administration of the organisation. Others include the senior management at the V-level suite (representing the Vice Presidents or Senior Vice

Presidents who report to the C-level management), functional management at the D-level suite (representing Directors in various departments who report to the V-level management), and the middle management at B-level suite (representing the supervisors and first-line managers who report to the D-level management). In the typical school administration, there are principals and vice principals in charge of administration and academics in the school hierarchy and these are responsible for strategic planning, decision-making, and the day-to-day running of the school.Alam (2021) said that the demand for management education at every level from B-level suite to C-level suite has experienced an exponential increase in recent years due to the need for competent managers globally and this corroborates the proposition of Lanre-Omole (2005) on the imperatives of management education.

Akinnusi, Sonubi, and Oyewunmi (2017) said that management education will empower executives to harness the inherent potential of workforce diversity and foster an inclusive environment where employees are appreciated and individual differences are respected in a team setting. Lanre-Omole (2005) stated that the management education offered to executives ranges from executive development strategy, leadership development training, organisational structure, climate, and culture, business leadership training, policy and educational administration, and industrial relations to soft skills for personal effectiveness, team development, empathy, innovativeness, performance management, digital competencies, mental health training, diversity training, and school administration.

This range of management education constitutes courses that are offered as post-graduate degrees in higher education in traditional universities or short coursesthrough a massive open online course (MOOC) model by educational institutions or organisations. Organisations that expose executives to management education afford them the technical know-how and shared industry experience to promote industrial democracy and effective industrial relations as well as develop a workforce that is innovative, competitive, and productive. Management education can also be procured through conferences, seminars, mandatory professional development programmes, and knowledge sharing from professional associations, learning and development organisations, and higher education.

Inclusive Workplace
Muenster (2023) said that different definitions and operational models make it practically impossible to have a common approach to defining inclusion. An inclusive workplace is a situation where the predominant organisational culture is truly open, accommodating, trusting, and supportive. Inclusivity is complex and has always been paired alongside diversity as an emerging concept in the evolving workplace that is preparing the workforce for the future of work. Sica-Leiber (2020) posited that diversity and inclusion are two different constructs and whilst diversity is concerned with the question of "What is the organisation's culture?", inclusion seeks to provide "how to make the culture work".

There is a level of confidence in the community of practice that diversity and inclusion hold the strategic key to outmaneuvering the volatile, uncertain, complex, and ambiguous work environment of the future according to the study conducted by Great Place to Work and Fortune that inclusive organisations experienced three times revenue growth than less inclusive organisations (Hawranik, 2020). Vohra, Chari, Mathur, Sudarshan, Verma, et al (2015) stated that the inclusive workplace is symbiotic with organisational culture that is supportive of industrial democracy through diversity and equity. The inclusive workplace indicates a work environment where all employees feel a sense of belonging without bias, prejudice, groupthink, and discrimination based on socio-economic status, disability, religion, sexuality, age, gender, ethnicity, tribe, or job position in the organisation (Sica-Leiber, 2020).

Inclusion has been defined by Ellsworth, Imose, Madner, and van den Broek (2020) as the extent to which the organisation accommodates all employees and allows them to make meaningful contributions to the strength of diversity. Dalton (2019) said that an inclusive workplace culture accommodates employees' differences by creating a sense of belonging and respect for all to engender greater organisational productivity and sustainability. Inclusion is the process of providing a supportive workplace that recognizes a diverse workforce (Shore, Cleveland, and Sanchez, 2017). Inclusion in the workplace can be perceived to be the degree of employees' acceptance, value, respect, and appreciation of their contribution to workers' participation in management. There are six key dimensions of an inclusive workplace and these are authenticity, belongingness, fairness, participation, psychological safety, and uniqueness (Muenster, 2023).

The concept of workers' participation in management is a traditional philosophy rooted in industrial democracy and inclusion reflects a higher level of participation and management's culture of building a creative, innovative, and resilient organisation. Inclusion is a journey and not a destinationto champion a cultural transformation where all employees are valued and appreciated for who they are, and their contributions to the organisation (Dalton, 2019). It involves planning, resources, and intentionality to embrace diversity and engage employees by creating an inclusive culture that acknowledges that the organisation as a going concern needs improvement and growth for an innovative and adaptable workforce who recognizesthe self-worth of individual uniqueness in a collaborative team toward building an experiential community of practice where the mutual feeling of belongingness is priced and sustainably guarded.

Adaptable Workforce

The concept of an adaptable workforce connotes the ability of employees to survive the twists and turns of a rapidly evolving economy when the operating environment is volatile, uncertain, complex, and ambiguous (Fuller, Wallenstein, Raman, and de Chalendar, 2019). According to Fuller, Wallenstein, Raman, and de Chalendar (2019), the Harvard Business School collaborated with Boston Consulting Group's Henderson Institute in 2018 and carried out a survey among 11,000 employees and 6,500 business leaders in 11 countries on Managing the Future of Work and found 17 forces of disruption which were grouped into six broad categories comprising accelerating technological change, growing demand for skills, changing employee expectations, shifting labour demographics, transitioning work models, and evolving business environment.

There were disruptive new technologies that replaced human labour and threatened employment, new technologies that supplemented human labour, technology-based shifts in customer needs resulting in new business models and new ways of working, and technology-enabled opportunities to monetize free services. The disruption in the growing demand for skills isthe general increase in skills, technical knowledge, and formal education requirements for job performance, and the increasing shortage of skilled workers for evolving job roles. Changing employee expectations include disruptions in flexible self-directed work for work-life balance and purpose-driven work and opportunities for team autonomy. Shifting labour demographics entails the need for increased workforce participation of underrepresented populations in society.

Remote work, growth of contingent forms of work, freelancing and labour-shared platforms, and delivery of work through complex partner ecosystems are the disruptive forces in the transitioning work models. Finally, evolving business environment disruptions are new regulations to control the use of technology, regulatory changes with corollary effects on wage levels, regulatory shifts in the cross-border flow of capital, goods, and services, and economic and political volatility from the minority who have felt left behind. The survey report

showed that employees are more prepared for change and seek support and guidance from management to prepare themselves for workplace disruption of future employment.

The survey report implies that if management education had prepared the executives to manage these disruptions, employees would have been better equipped to navigate them and become more adaptable in the workplace. Alam (2021) found that executives who have undergone management education programmes have diversified managerial competencies and leadership skills and perform better in creating an inclusive workplace and adaptable workforce. Japan has designed a post-Covid-19 template for compensating the workforce displaced by digitisation and automation by resourcing and reskilling them to meet the manpower shortfall by 2030 and this is attributable to the country's managerial innovation to make the workforce adaptable in the face of challenges of building an inclusive workplace (Horii and Sakurai, 2020; Eda, 2021).

Research Questions
The following research questions guided the study:
- To what extent does management education impact the inclusive workplace in private secondary schools in Sagamu Local Government, Ogun State?
- To what extent does management education influence an adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State?
- How does management education improve the inclusive workplace and adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State?

Research Hypotheses
These hypotheses were tested in the study:
- There is no significant relationship between management education and inclusive workplace in private secondary schools in Sagamu Local Government, Ogun State.
- There is no significant relationship between management education and an adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State.
- 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 consisted of all the teachers and management staff of private secondary schools in Sagamu Local Government Area, Ogun State. A sample of 70 participants was drawn through a multi-stage sampling technique. The population was clustered into five wards and Agbowa, Ijagba, Ogijo/Likosi, Sabo I, and Simawa/Iwelepe wards out of the 15 wards in Sagamu Local Government Area were randomly selected. Two schools each were also randomly selected from each ward making 10 schools and 5 teachers each and 2 management staff (principals and head teachers) each was purposively selected from these 10 schools totaling 50 teachers and 20 management staff.

The survey instrument was a self-developed questionnaire titled Inclusive Workplace and Adaptable Workforce through Management Education Scale(IWAWMES) comprising 40 items with Section A containing demographic characteristics of respondents (5 items) and an even four-Likert Scale rating of To a Great Extent (TGE), Somewhat (S), Very Little (VL), and Not at all (NAA) for Sections B (12 items), C (12 items), and D (11 items). The instrument was validated for face and predictive validity by an expert in the subject area. The pilot study was conducted on 7 teachers and 3 management staff in Ikorodu North Local Council Development Authority (LCDA) and a Cronbach Alpha test-retest reliability coefficient of 0.79 was obtained for the study. The questionnaires were administered electronically using Google Forms through respondents'

professional groups on social media platforms, particularly WhatsApp because of the nature of participants' jobs and the convenience of administration, 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

Table 1: Demographic Characteristics of Respondents

Position	Frequency	Percentage	Valid Percent	Cumulative Percent
Management Staff (Principal)	17	24.3%	24.3%	24.3%
Management Staff (Vice Principal)	3	4.3%	4.3%	28.6%
Teacher	50	71.4%	71.4%	100%
Total	70	100.00%	100.00%	
Gender	**Frequency**	**Percentage**	**Valid Percent**	**Cumulative Percent**
Female	50	71.4%	71.4%	71.4%
Male	20	28.6%	28.6%	100%
Total	70	100.00%	100.00%	
Age Range	**Frequency**	**Percentage**	**Valid Percent**	**Cumulative Percent**
20 – 30 years old	22	31.4%	31.4%	31.4%
31 – 40 years old	34	48.6%	48.6%	80.0%
41 – 50 years old	13	18.6%	18.6%	98.6%
51+ years old	1	1.4%	1.4%	100%
Total	70	100.00%	100.00%	
Marital Status	**Frequency**	**Percentage**	**Valid Percent**	**Cumulative Percent**
Single	26	37.14%	37.14%	37.14%
Married	43	61.43%	61.43%	98.57%
Single Parent	1	1.43%	1.43%	100%
Total	70	100.00%	100.00%	
Level of Educational Attainment	**Frequency**	**Percentage**	**Valid Percent**	**Cumulative Percent**
Master Degree	10	14.3%	14.3%	14.3%
First Degree/HND	57	81.4%	81.4%	95.7%
National Certificate of Education	3	4.3%	4.3%	100%
Total	70	100.00%	100.00%	
Years of Work Experience	**Frequency**	**Percentage**	**Valid Percent**	**Cumulative Percent**
1 – 4 years	20	28.6%	28.6%	28.6%
5 – 9 years	40	57.1%	57.1%	85.7%
10 – 15 years	9	12.9%	12.9%	98.6%
15+ years	1	1.4%	1.4%	100%
Total	70	100.00%	100.00%	

Table 1 showed that 50 teachers (71.4%) and 20 management staff (28.6%) were female (n=50, 71.4%) and male (n=20, 28.6%) aged between 20-30 years old (n=22, 31.4%), 31-40 years old (n=34, 48.6%), 41-50

years old (n=13, 18.6%), and 51+ years old (1.4%) who were single (n=26, 37.14%), married (n=43, 61.43%), and single parent (n=1, 1.43%) with Master degree (n=10, 14.3%), First degree (n=57, 81.4%), and National Certificate of Education (n=3, 4.3%) with 1-4 years (n=20, 28.6%), 5-9 years (n=40, 57.1%), and 10-15 years (n=9, 12.9%), and 15+ years of work experience (n=1, 1.4%).

Research Question One: To what extent does management education impact the inclusive workplace in private secondary schools in Sagamu Local Government, Ogun State?

Table 2: **Participants' responses on the impact of management education on inclusive workplace in private secondary schools in Sagamu Local Government, Ogun State**

N.	Items	1	2	3	4	x̄	SD
1	Management staff institutionalize a culture of inclusion and employee authenticity in the school because they have received training in executive development strategy	54 (77%)	12 (17%)	2 (3%)	2 (3%)	1.31	.671
2	The executive development strategy training received by management staff enable them to place value on fairness and equity, and not just equality in the school	51 (73%)	15 (21%)	2 (3%)	2 (3%)	1.36	.682
3	Employees have a sense of belongingness in the school because management staff have received leadership development training	55 (79%)	12 (17%)	1 (1%)	2 (3%)	1.29	.640
4	Employees are open-minded and recognize diversity in the school because management staff are trained in industrial democracy and industrial relations	52 (74%)	15 (21%)	2 (3%)	1 (1%)	1.31	.603
5	Employees feel a sense of psychological safety and job security in the school because management staff are trained in leadership development and industrial relations	54 (77%)	13 (19%)	1 (1%)	2 (3%)	1.30	.645
6	Employees feel a sense of uniqueness in the school because management staff received management education	54 (77%)	13 (19%)	0 (0%)	3 (4%)	1.31	.692
7	Employees have a voice in the school because management staff are trained in executive leadership development training	55 (79%)	10 (14%)	3 (4%)	2 (3%)	1.31	.692
8	Employees feel valued in the school because the management staff have been trained in executive development strategy	56 (80%)	11 (16%)	2 (3%)	1 (1%)	1.26	.582
9	Employees have access to learning and development opportunities in the school because management staff recognize the importance given their knowledge from team development training	54 (77%)	12 (17%)	1 (1%)	3 (4%)	1.33	.717
10	The executive development training received by management staff enable them to create a collaborative work environment for their employees	56 (80%)	9 (13%)	2 (3%)	3 (4%)	1.31	.733
11	Management staff provide transparency into workplace decisions because they have received leadership development strategy training	55 (79%)	12 (17%)	1 (1%)	2 (3%)	1.29	.640

N.	Items	1	2	3	4	x̄	SD
12	Management staff are able to embrace and support change for inclusivity in the school because they have received leadership development training	55 (79%)	11 (16%)	2 (3%)	2 (3%)	1.30	.667
	Weighted Mean					**1.31**	

KEY: 1=Not at all; 2=Very Little; 3=Somewhat; 4=To a Great Extent; x̄=Mean; SD=Standard Deviation

Note: Author's Field Research, 2023.

Table2 showed the extent to which management education impacted inclusive workplace in private secondary schools in Sagamu Local Government, Ogun State. The weighted mean of (1.31) was determined and taken as the benchmark for decision-making on each item that measured management education's impact on the inclusive workplace in the study. The impact of management education was substantial on the inclusive workplace in private secondary schools because nine out of the twelve items had a weighted mean above the set benchmark.

The table revealed that nine items buttressed the fact that the management education was a determinant of the inclusive workplace in private secondary schools: Management staff institutionalized a culture of inclusion and employee authenticity in the school because they had received training in executive development strategy ($\bar{x}$ = 1.31).The executive development strategy training received by management staff enabled them to place value on fairness and equity, and not just equality in the school($\bar{x}$ = 1.36).Employees were open-minded and recognized the diversity in the school because the management staff were trained in industrial democracy and industrial relations ($\bar{x}$ = 1.31).Employees felt a sense of psychological safety and job security in the school because the management staff were trained in leadership development and industrial relations ($\bar{x}$ = 1.30).

Additionally, employees felt a sense of uniqueness in the school because management staff received management education ($\bar{x}$ = 1.31). Employees had a voice in the school because management staff were trained in executive leadership development training ($\bar{x}$ = 1.31).Employees had access to learning and development opportunities in the school because management staff recognized the importance given their knowledge from team development training ($\bar{x}$ = 1.33).The executive development training received by management staff enabled them to create a collaborative work environment for their employees ($\bar{x}$ = 1.31).The management staff were able to embrace and support change for inclusivity in the school because they had received leadership development training ($\bar{x}$ = 1.30).

However, items (3, 8, and 11 mean) were below the set benchmark. This result indicated that management education did impact the inclusive workplace in private secondary schools in Sagamu Local Government, Ogun State because employees did not have a sense of belongingness, did not feel valued in the school, and perceived that management staff did not provide transparency into workplace decisions.

Research Question Two: To what extent does management education influence an adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State?

Table 3: **Participants' responses on influence of management education on the adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State**

N.	Items	1	2	3	4	x̄	SD
	The executive development training received by management staff enable them to						
1	encourage critical thinking among employees in the school	58 (83%)	11 (16%)	2 (3%)	2 (3%)	1.31	.790
2	enhance effective communication among employees in the school	53 (76%)	11 (16%)	3 (4%)	3 (4%)	1.37	.765
3	promote problem-solving and decision-making among employees in the school	51 (73%)	13 (19%)	2 (3%)	4 (6%)	1.41	.807
4	encourage innovation in appropriate pedagogy and digitisation in carrying out their duties to equip the learners with new educational skills	57 (81%)	8 (11%)	1 (1%)	4 (6%)	1.31	.772
5	promote learning and resourcefulness among employees in the school	54 (77%)	10 (14%)	2 (3%)	4 (6%)	1.37	.802
6	engender creativity and inventiveness among employees in the school	58 (83%)	6 (9%)	2 (3%)	4 (6%)	1.31	.790
7	breed leadership among employees for succession planning in the school	58 (83%)	6 (9%)	2 (3%)	4 (6%)	1.31	.790
8	enhance the capability of employees to manage stress in the school	56 (80%)	9 (13%)	2 (3%)	3 (4%)	1.31	.733
9	promote productivity among employees in the school	55 (79%)	9 (13%)	3 (4%)	3 (4%)	1.34	.759
10	facilitate teamwork among employees in the school	53 (76%)	13 (19%)	0 (0%)	4 (6%)	1.36	.762
11	encourage work-life balance among employees in the school	57 (81%)	8 (11%)	2 (3%)	3 (4%)	1.30	.729
12	facilitate remote work and digital competence among employees in the school	53 (76%)	13 (19%)	1 (1%)	3 (4%)	1.34	.720
	Weighted Mean					**1.34**	

KEY: 1=Not at all; 2=Very Little; 3=Somewhat; 4=To a Great Extent; x̄=Mean; SD=Standard Deviation

Note: Author's Field Research, 2023.

Table3 showed the extent to which management education influenced adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State. The weighted mean of (1.34) was determined and taken as the benchmark for decision-making on each item that measured the influence of management education on an adaptable workforce in private secondary schools. It can be observed that the influence of management education is averagely substantial on the adaptable workforce in private secondary schools, as six out of the twelve items used to measure the extent to which management education influences the adaptable workforce in private secondary schools had mean above the weighted mean that was the set benchmark.

The table revealed that six items buttressed the fact that management education was a determinant of an adaptable workforce in private secondary schools: The executive development training received by management staff enabled them to enhance effective communication among employees in the school ($\bar{x}$ = 1.37).The executive development training received by management staff enabled them to promote problem-solving and decision-making among employees in the school ($\bar{x}$ = 1.41).The executive development training

received by management staff enabled them to promote learning and resourcefulness among employees in the school ($\bar{x}$ = 1.37).

Furthermore, the executive development training received by management staff enabled them to promote productivity among employees in the school ($\bar{x}$ = 1.34). The executive development training received by management staff enable them to facilitate teamwork among employees in the school ($\bar{x}$ = 1.36). The executive development training received by management staff enable them to facilitate remote work and digital competence among employees in the school ($\bar{x}$ = 1.34).

However, items (1, 4, 6, 7, 8, and 11 mean) are below the set benchmark. The result implied that management education averagely influenced the adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State because management education of executives did not influence critical thinking, innovation in pedagogy and digitisation for teaching new educational skills, creativity and inventiveness, leadership for succession planning, capacity for stress management, and work-life balance among employees in the private secondary schools.

Research Question Three: How does management education improve an inclusive workplace and adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State?

Table 4: **Participants' responses on the level at which management education can improve inclusive workplace in private secondary schools in Sagamu Local Government, Ogun State**

N.	Items	1	2	3	4	$\bar{x}$	SD
1	There will be a community approach and high-performance team orientation among employees in the school when management staff have been trained in executive development strategy.	0 (0%)	0 (0%)	1 (1%)	69 (99%)	3.99	.120
2	There will be workers' participation in management among employees in the school when management staff have been trained in executive leadership development.	0 (0%)	0 (0%)	2 (3%)	68 (97%)	3.97	.168
3	There will be supportive peer culture among employees in the school when management staff have been trained in executive leadership development	0 (0%)	0 (0%)	1 (1%)	69 (99%)	3.99	.120
4	There will be a supportive, respectful environment that promotes diversity, fairness, and equity among employees in the school when management staff have been trained in executive leadership development	0 (0%)	0 (0%)	0 (0%)	70 (100%)	4.00	.000
5	There will be an open-book organisation and opportunities for employees feedback in the school when management staff have been trained in executive leadership development	0 (0%)	0 (0%)	2 (3%)	68 (97%)	3.97	.168
6	There will be organisational structure, climate, and policies that support inclusivity in the school when management staff have been trained in executive leadership development.	0 (0%)	0 (0%)	0 (0%)	70 (100%)	4.00	.000
7	There will be increased accountability and transparency in performance management among employees in the school when management staff have been trained in executive	0 (0%)	0 (0%)	1 (1%)	69 (99%)	3.99	.120

N.	Items	1	2	3	4	x̄	SD
	leadership development						
8	There will be empathy and compassion in the work environment when management staff have been trained in executive leadership development	0 (0%)	0 (0%)	1 (1%)	69 (99%)	3.99	.120
9	The school will consistently train and engage employees in the school when management staff have been trained in executive leadership development	0 (0%)	0 (0%)	0 (0%)	70 (100%)	4.00	.000
10	The school will increase the capacity of its employees in the planning and preparation of work, instructional process, learners' assessment, professionalism, interpersonal relationship, and classroom management when management staff have been trained in executive development strategy	0 (0%)	0 (0%)	0 (0%)	70 (100%)	4.00	.000
11	The school will prioritize its policies, procedures, safety, and wellness rules to foster a culture of inclusion and employee adaptability when management staff have been trained in executive leadership	0 (0%)	2 (3%)	0 (0%)	68 (97%)	3.97	.168
Weighted Mean						3.98	

KEY: 1=Not at all; 2=Very Little; 3=Somewhat; 4=To a Great Extent; x̄=Mean; SD=Standard Deviation

Note: Author's Field Research, 2023.

Table 4 showed the extent to which management education could improve the inclusive workplace and adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State. The weighted mean of (3.98) was determined and considered as the benchmark for decision-making on each item that measured how management education could improve the inclusive workplace and adaptable workforce in private secondary schools. It was observed from the results that management education could substantially improve the inclusive workplace and adaptable workforce in private secondary schools because eight out of the eleven items used to measure the extent to which management education would improve the inclusive workplace and adaptable workforce in private secondary schools had mean above weighted mean which was the set benchmark.

The table reveals that eight items buttressed the fact that management education facilitated the improvement of an inclusive workplace and adaptable workforce in private secondary schools: There will be a community approach and high-performance team orientation among employees in the school when management staff have been trained in executive development strategy. ($\bar{x}$ = 3.99).There will be supportive peer culture among employees in the school when management staff have been trained in executive leadership development ($\bar{x}$ = 3.99).There will be a supportive, respectful environment that promotes diversity, fairness, and equity among employees in the school when management staff have been trained in executive leadership development ($\bar{x}$ = 4.00).There will be organisational structure, climate, and policies that support inclusivity in the school when management staff have been trained in executive leadership development. ($\bar{x}$ = 4.00).

There will be increased accountability and transparency in performance management among employees in the school when management staff have been trained in executive leadership development ($\bar{x}$ = 3.99). There will be empathy and compassion in the work environment when management staff have been trained in executive leadership development ($\bar{x}$ = 3.99).The school will consistently train and engage employees in the school when management staff have been trained in executive leadership development ($\bar{x}$ = 4.00).The school

will increase the capacity of its employees in the planning and preparation of work, instructional process, learners' assessment, professionalism, interpersonal relationship, and classroom management when management staff have been trained in executive development strategy ($\bar{x}$ = 4.00).

However, items (2, 5, and 11 means respectively) were below the set benchmark. This result implied that management education could not improve the inclusive workplace and adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State because there was no workers' participation in management among employees, no open-book organisation, and opportunities for employees feedback mechanism in the school, and schools have not prioritized their policies, procedures, and safety and wellness rules to foster a culture of inclusion and employee adaptability in the workplace.

H_O1: There is no significant relationship between Management Education and Inclusive Workplace in Private Secondary Schools in Sagamu Local Government, Ogun State.

Table 5: Correlation betweenmanagement education and inclusive workplace in private secondary schools in Sagamu Local Government, Ogun State

Variables	No	(r)	P	Remark
Management Education	70	0.740	0.00	Significant
Inclusive Workplace in Private School	70			

Note: Author's Field Research, 2023.
Significant at 0.05

Table 5 presented the Pearson Product Moment Correlation result of the relationship betweenmanagement education and inclusive workplace in private secondary schools in Sagamu Local Government, Ogun State. The table revealed astrong positive correlation between the two variables at (r = 0.740, p = 0.00), the result implies that management education is a determinant of theinclusive workplace in private secondary schools in Sagamu Local Government, Ogun State

H_O2: There is no significant relationship between Management Education and Adaptable Workforce in Private Secondary Schools in Sagamu Local Government, Ogun State.

Table 6: Correlation betweenmanagement education and adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State

Variables	No	(r)	P	Remark
Management Education	70	0.807	0.01	Significant
Adaptable workforce in private secondary schools	70			

Note: Author's Field Research, 2023.
Significant at 0.05

Table 6 presented the Pearson Product Moment Correlation result of the relationship betweenmanagement education and adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State. The table revealed a strong positive correlation between the two variables at (r = 0.807, p = 0.01), the result implied that management education was a determinant of an adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State.

H_O3: There is no significant composite relationship among inclusive workplace, adaptable workforce and management education, in private secondary schools in Sagamu Local Government, Ogun State.

Table 7: Regression Summary and ANOVA of inclusive workplace, adaptable workforce and management education, in private secondary schools in Sagamu Local Government, Ogun State

Multiple R = 0.838
R Square = 0.703
Adjusted R Square = 0.694
Standard Error = 0.354

Analysis of Variance					
Source of Variance	**Sum of Square**	**df**	**Mean Square**	**F**	**Sig.**
Regression	19.883	2	9.941		
Residual	8.403	67	0.125	79.264	0.00
Total	28.286	69			

Note: Author's Field Research, 2023.
Significant @ p < .05; n = 70

Table 7 showed that the multiple correlation coefficients (R) of the independent variable with inclusive workplace and the adaptable workforce was 0.84. This implied that there is 84% association among inclusive workplace, adaptable workforce, and management education. R square = 0.70. The adjusted R^2 which estimated the variance on the dependent variable measure accounted for, by the independent variable, was 0.69. This showed that the independent variable: management education made 69% contribution to the variance in the inclusive workplace, adaptable workforce and management education. Regression ANOVA produced ($F_{(2, 67)} = 79.26$, $P < 0.05$). This implies a joint contribution of an inclusive workplace, adaptable workforce, and management education considered in this study to management education is statistically significant.

Discussions of Findings

The finding of the study showed that management education substantially impacted inclusive workplace in private secondary schools in Sagamu Local Government as there was a culture of inclusion, fairness, equity, open-mindedness, diversity, and a sense of psychological safety and job security in schools. Employees feel a sense of uniqueness and have a voice. They also have access to learning and development opportunities in a collaborative and supportive work environment because management staff have been trained in executive development strategy. Hawranik (2020) corroborated the outcome of this study with the citation of the study by Great Place to Work and Fortune which showed that inclusive organisations were more productive and profitable than less inclusive organisations. Akinnusi, Sonubi, and Oyewunmi (2017) said that management education fosters an inclusive environment where employees are valued and their differences are respected in the team. Although the studies of Adeleye, Atewologun, and Matanmi (2014), Umemezia (2017), and Adeleye, Fawehinmi, Adisa, Utam, and Ikechukwu-Ifudu (2019) have shown that the practice of inclusive workplace was low in Nigeria, the study indicated a progression in the practice of inclusive workplace, particularly in private secondary schools in Sagamu Local Government, Ogun State because of the impact of management education which have innovatively increased since the emergence of Covid-19 pandemic.

The study showed that the influence of management education was averagely substantial on the adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State. There were effective communication, problem-solving and decision-making, learning and resourcefulness, productivity, teamwork, remote work, and digital competence among employees in the school. However, areas of critical thinking, pedagogical innovation and digitisation of teaching, creativity and inventiveness, leadership growth for succession, stress management skills, and work-life balance among employees were not influenced in the

private secondary schools among employees as a result of the management education received by management staff who supervised them. Horii and Sakurai (2020) and Eda (2021) have expressed a similar dilemma with Japan where the challenges of an inclusive workplace crisscrossed with the innovation to make the workforce adaptable. The Managing the Future of Work survey carried out by Harvard Business School and Boston Consulting Group's Henderson Institute in 2018 as reported by Fuller, Wallenstein, Raman, and de Chalendar (2019) corroborated the outcome of this study because the influence of management education on the adaptability of the workforce was not significant to help the employees navigate the disruptions in the workplace despite employees' readiness.

The work of Alam (2021) found that management education resulted in an inclusive workplace and adaptable workforce and this supported the outcome of the study that management education could substantially improve the inclusive workplace and adaptable workforce in private secondary schools in Sagamu Local Government, Ogun State. The submission of Stobierski (2020), Pillai (2021), and Muenster (2023) have shown that management education can improve change management and this corroborated the study that there is high-performance team orientation, supportive peer culture, increased accountability and transparency in performance management, empathy and compassion, increased competencies and employee engagement in the work environment whenever executives who have the responsibility for supervision and leadership have received management education in the organisation.

Conclusions

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

Recommendations

Inclusion is a journey and the process of institutionalizing organisational culture in private secondary schools should be progressive and incremental. The management staff of private secondary schools should operate an open-book organisation, scale up its industrial democracy, promote workers' participation in management, improve its organisational culture and put in place structure, policies, processes, and processes to ensure that employees are given a sense of belongingness and valued in the workplace. The work environment should be designed to encourage transparent in workplace decisions, and create a management performance system that encourages critical thinking, innovation in pedagogy and digitisation to engender the teaching of new educational skills, and creativity and inventiveness among employees. The workplace should be employee-friendly and management should promote work-life balance among the employees.

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