CHANGE MANAGEMENT STRATEGIES AND TEACHERS' JOB EFFECTIVENESS IN SECONDARY SCHOOLS IN SHOMOLU LOCAL GOVERNMENT AREA OF LAGOS STATE

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ABSTRACT

The study examined the influence of change management strategies on secondary school teachers' job effectiveness in Shomolu Local Government Area of Lagos State, Nigeria. The change management strategies covered in the study were job redesign, teaming, and supervision. The descriptive survey research design was used for the study. Three research questions and hypotheses guided the study. The sample size consisted of 240 secondary school teachers drawn from 16 secondary schools in the study area. A set of researchers-designed questionnaire titled "Change Management Strategies and Teachers' Job Effectiveness Questionnaire (CMSTEQ)" was used for data collection. The reliability of the instrument was estimated through a pilot study with 0.901 reliability coefficient obtained. Data collected for the study were analysed electronically using Statistical Package for Social Sciences (SPSS) software both descriptively and inferentially. The descriptive processing used frequency counts and percentages to answer research questions while the inferential aspects used in the test of hypotheses were based on Chi square statistical tool. The results of analysis showed that each of the selected change management strategies had a significant influence on teachers' job effectiveness – Job Redesign: χ^2 (9, N = 240) = 116.01, p < 0.05; Teaming: χ^2 (9, N = 240) = 191.46, p < 0.05; and Supervision: χ^2 (9, N = 240) = 154.05, p < 0.05. It was recommended that school administrators should re-plan teachers' tasks, build teacher teams, and pay more attention to supervision to enable the schools adjust effectively to the demands of changes in the school system.

Keywords: Change, management, Job redesign, teaming, and supervision

Background to the Study

The school, as a creation of the society, is a dynamic entity. The influences of the organs of the society such as the government and its agencies play crucial parts in the setup, day-to-day operations, and management of the entire educational sector. It is this linkage between the society and the educational processes that has seen the educational sector go through many stages to metamorphose into what we have today as educational systems across all levels.

In Nigeria, the evolution of formal education from 1842 to the present day has laid much credence to the fact that education is not a static venture. It is important to emphasise that at the earliest stage of formal education, the curriculum comprised Reading, Writing, Religion and Arithmetic (Fafunwa, 1974). In the same vein, what obtained as formal education was anchored by missionaries, and centred mostly on the very basics of learning the English language to become interpreters, and minor arithmetic to aid in trade. However, through a gradual adjustment, the educational sector in Nigeria has become a full-blown enterprise that covers pre-primary, primary, secondary, and tertiary levels. In concert with the development in stages, many subjects and courses have become parts of the educational process. Human resource qualities have also changed, just as the facilities, methods and techniques have witnessed massive shifts to respond to the present day demands of the immediate environment and the world at large. These alterations have, no doubt, marked a shift in ways, components and methods of education over the years; thus, like in every other sector of the economy,

education goes through changes of different forms and scopes. Hence, in the words of Marris (as cited in Fullan, 2001), whether the change is sought or resisted, and happens by chance or design; whether we look at it from the standpoint of reformers or those they manipulate, of individuals or institutions, the response is characteristically ambivalent.

Change is endemic in the education sector. The pressures for change come from all sides: globalisation, changes to the funding and regulatory regime, doing more with less, improving the quality of student learning and the learning experience, and the pace of change is ever increasing (University of Luton, 2006). According to Brummelhuis (1995), educational change can be initiated from two distinct sides. One form refers to educational change initiated by policy makers. The other form of educational change is initiated by teachers and often undertaken with outside support.

As the desire to ensure that change is implemented successfully continues to grow, thoughts have been given to different strategies, and studies have been conducted on various forms of these strategies including motivation (Adeolu, 2015); job redesign (Achieng, Ochieng and Owuor, 2014); teaming (Kamai, 2012; Esomonu and Akudolu, 2015; Achor, Imoko and Jimin, 2012); training (Udoh, 2014; Udofia and Ikpe, 2012); and supervision (Iroegbu and Etudor-Eyo, 2016; Ikegbusi and Eziamaka, 2016).

Job redesign involves a deliberate and purposeful planning of the job. This spans across the structural and social aspects of the job. It is characterised by task identity, task variety, task significance and autonomy (Achieng, Ochieng and Owuor, 2014). In a related vein, Bradley, McDonald and Pini (2005) suggest that job redesign improves the work life in an organisation and makes the effort of the individuals worthwhile. To them, it can play a significant role in providing flexibility for improved productive balance in the organisation.

Teaming provides teachers with a zone of proximal development, the interaction between individuals and a new form of societal activity. Roth et al. (as cited in Jang, 2006) consider team teaching as an effective means of achieving deep learning of concepts while learning alternative ways to teach the same subject-matter. Teaming involves two or more teachers whose primary concern is meeting the learning needs of the students through shared tasks, experience and materials. The interaction among these teachers ensures that they take collective actions which enable them to become better at teaching and ease the pressure on them individually. Akpan, Uwandu and Ekanem (2012) thus view team teaching as a teaching method in which two or more teachers plan, implement and evaluate the learning experiences of a group of students, usually the size of two or more classes.

Again, supervision can be seen to provide advice, guidance, intellectual refreshment, encouragement, stimulation and improvement to a certain group of people at work. Eregie and Ogiamen (as cited in Adu, Akinloye and Olaoye, 2014) define educational supervision as the systematic application of principles of supervision in solving educational problems in order to get to a sustainable level of achievement. As Kajo (2011) maintains, it can therefore be said that supervision helps teachers to diagnose educational problems, to seek solutions and to promote a favourable setting for teaching and learning.

The various studies conducted and considerations have been made in recognition of the fact that effectiveness of the members of staff who implement the change determines the success or failure of the change itself. In the school environment, teachers' job effectiveness in managing the change determines whether the wave of change in the educational sector at a particular time would be felt as intended in line with the broad educational goal. Suffice to say that teachers' job effectiveness is better seen as a composite concept which

manifests itself ultimately in the quality of learning behaviours exhibited by students, including performances recorded in external examinations.

Whatever the case, applying change management activities can be instrumental in realising goals for planned and unplanned changes, both internally and externally (Bourda, 2013). The activities of change management are unarguably numerous, and scholars as well as practitioners in the field of change management agree that whatever method is employed in change management is a function of the institutions' managers, in this case, the principals, vice principals, and other management staff members.

Statement of the Problem

Changes occur in the school system at very frequent rates. In many instances, the changes are thought to be necessary, and imposed on the school by external forces such as government regulatory agencies. This form of change may be in form of modification of curricular. In recent times, the curriculum of the secondary school level in the country has witnessed massive alterations. These alterations, as championed by the Nigerian Educational Research and Development Council (NERDC), have often been intended to make the products of the secondary school system more suited to the immediate Nigerian society, and by extension, the world.

At other times, administrative authorities employ, redeploy and/or lay off some members of staff. These actions, by their merits have also been thought to envisage a vibrant workforce in each of the secondary schools operating in the country, within the public and private sectors. Beyond the administrative decisions which occasion the changes in workforce, labour (in this case, the teaching staff group) is a very dynamic group of resources which is affected by different factors such as voluntary withdrawals in the form of resignation, retirement due to completion of service period, and/or natural occurrences such as incapacitating illnesses or death.

Whereas much is often put in place to initiate the change enabling processes as witnessed during curricular changes and staff reorganisation, it seems a little attention has often been paid to the ways in which the changes have been managed. This has often led to the assumption that teachers have been overburdened. In some instances, it has been argued that inability of the teachers to handle the changes effectively gives rise to poor performances in national and international examinations. It is on these bases that this study was conducted to examine the influence of selected change management strategies on teachers' job effectiveness in secondary schools in Shomolu Local Government of Lagos State.

Purpose of the Study

The general purpose of this study was to examine the influence of change management strategies on teachers' job effectiveness in secondary schools in Shomolu Local Government of Lagos State. Specifically, the study aimed to:
1. examine the extent of the influence of job redesign on teachers' job effectiveness in response to change.
2. investigate the influence of teaming on teachers' job effectiveness in response to change.
3. investigate the influence of supervision on teachers' job effectiveness in response to change.

Research Questions

The study was guided by the following questions:
1. What is the extent of the influence of job redesign on teachers' job effectiveness in response to change?
2. To what extent does teaming influence teachers' job effectiveness in response to change?

3. What is the extent of the influence of supervision on teachers' job effectiveness in response to change?

Research Hypotheses

The hypotheses tested in the study were:

H_{01} There is no significant influence of job redesign on teachers' job effectiveness in response to change.

H_{02} Teaming has no significant influence on teachers' job effectiveness in response to change.

H_{03} There is no significant influence of supervision on teachers' job effectiveness in response to change.

Scope and Delimitation of the Study

The study was conducted in Shomolu Local Government Area of Lagos State. It covered public secondary schools, and private secondary schools approved by the government to host public examinations, at least, the Basic Education Certificate (Junior Secondary School Three, otherwise referred to as Basic 9) level, in the area. Its main areas of interest were change management strategies in the forms of job redesign, teaming, and supervision, and how each of the selected strategies could influence teachers' job effectiveness in the school system. The change areas recognised in the study were in reference to alterations in staff structure due to resignation, transfer, retirements and/or death; modification of curricular; increase in student population; expansion of class arms due to population explosion in the school; and shift in technology of teaching and learning.

Methodology

Research Design

Descriptive survey research design was employed in this study. This enabled the researchers to obtain data based on existing situations, describe and measure the degrees of existing associations between each of the indices of change management strategies and teachers' job effectiveness without necessarily establishing the cause-effect relationships between the variables measured.

Population of the Study

The population of the study comprised all teachers at the secondary level of education, drawn from the public schools and approved private secondary schools in Shomolu Local Government Area of Lagos State. A total of 1,040 teachers were identified to serve in the public secondary schools while a further 875 served in the recognised private secondary schools in the local government area. Thus, the total population comprised 1,915 teachers.

Samples and Sampling Techniques

The samples drawn for the study consisted of 240 participants selected from 16 secondary schools in the study area. Six public secondary schools were selected from a list of 19 public secondary schools. Furthermore, 10 private secondary schools were selected from a list of 41 private schools identified to meet the criteria for the study based on the 2015 Lagos State School Census Report. Private secondary schools eligible for selection were those recognised and approved by the government to partake and host at least the Basic Education Certificate Examination (BECE). The sample selection process, thus, ensured that 32% of eligible schools in the area of study constituted the participants to the study.

The simple random sampling technique was used to select the schools from the public and private sectors, respectively. At each of the selected schools, participants were selected through the process of simple random sampling method. Thus, each randomly selected school contributed 15 selected participants to the study. Hence, the 240 participants selected for the study represented 12.5% of the total population for the study.

Research Instrument

Data were obtained through a set questionnaire titled "Change Management Strategies and Teachers' Job Effectiveness Questionnaire" (CMSTEQ). The questionnaire was designed and validated by the researchers. The reliability was established through a test retest method. Data obtained were analysed descriptively and the hypotheses were tested appropriately using Chi square statistical tool.

Results

The hypotheses formulated for the study were tested using Chi square statistical tool. The interpretations of the results, summary of findings and discussion of findings are also presented under this subheading.

Analysis of Research Questions

Research Question One

What is the extent of influence of job redesign on teachers' job effectiveness in response to change?

Table 1: Extent of Influence of Job Redesign on Teachers' Job Effectiveness

S/N	ITEM	Agree	%	Disagree	%	Total
1.	Job redesign by the management ensures that I am placed on the right job position based on the existing situation in the school.	226	94.2	14	5.8	240 (100%)
2.	Job redesign increases my on-the-job productivity and encourages me to perform better as new situations demand.	211	87.9	29	12.1	240 (100%)
3.	Job redesign makes me more comfortable in the performance of new or additional tasks.	201	83.8	39	16.3	240 (100%)
4.	Redesigning my jobs and allowing me to do what I am good at creates a sense of belongingness in me towards the new goals of the school.	222	92.5	18	7.5	240 (100%)
5.	Job redesign helps me, as well as the school, to achieve new targets, goals and objectives.	230	95.8	10	4.2	240 (100%)

Source: Field Survey, 2017

Table 1 shows the responses of the participants as they relate to the influence of job redesign on teachers' job effectiveness when changes occur in the school environment. The results show that 226 (94.2%) of the participants agreed that job redesign ensured that they were placed on the right job while 14 (5.8%) of the participants disagreed. Secondly, 211 (87.9%) of the participants agreed that job redesign increased their on-the-job productivity while 29 (12.1%) of the participants disagreed. Also, 201 (83.8%) of the participants agreed that job redesign made them more comfortable in the performance of new tasks while 39 (16.3%) of the participants disagreed. Again, 222 (92.5%) of the participants agreed that job redesign gave them a sense of belonging in the achievement of new goals of the school while 18 (7.5%) of the participants disagreed. Finally, 230 (95.8%) of the participants agreed that job redesign helped them, as well as the school, to achieve new targets while 10 (4.2%) of the participants disagreed. Going by the overwhelming agreement of the participants to the items, it may be deduced that job redesign has a great influence on teachers' job effectiveness during the times of change by ensuring that teachers are placed on the right jobs which enable them to perform better in more comfortable ways.

Research Question Two

What is the extent of influence of teaming on teachers' job effectiveness in response to change?

Table 2: Extent of Influence of Teaming on Teachers' Job Effectiveness

S/N	ITEM	Agree	%	Disagree	%	Total
1.	Teaming exposes me to the subject expertise of my colleagues, open critique and varied methods of carrying out teaching in different situations.	224	93.3	16	6.7	240 (100%)
2.	Teaming helps me to develop new approaches to teaching and acquire a greater depth of understanding of subject matter of my concern.	229	95.4	11	4.6	240 (100%)
3.	Teaming provides the support I need to gradually adjust to the new order of doing things in the school.	235	97.9	5	2.1	240 (100%)
4.	Teaming permits me to think jointly with others, solve problems and take better decisions which enable my students gain new knowledge.	224	93.3	16	6.7	240 (100%)
5.	Teaming supports my interaction with colleagues for better performances according to different situations.	230	95.8	10	4.2	240 (100%)

Source: Field Survey, 2017

Table 2 is a representation of participants' responses in respect of the influence of teaming on teachers' job effectiveness when changes occur in the school system. As can be seen, 224 (93.3%) of the participants agreed that teaming exposed them to the subject expertise of their colleagues as well as the critique and varied methods of teaching in different situations while 16 (6.7%) of the participants disagreed. Secondly, 229 (95.4%) of the participants agreed that teaming helped them to develop new approaches to teaching and acquire new depth of understanding when situations change in the school while 11 (4.6%) of the participants disagreed. Also, 235 (97.9%) of the participants agreed that teaming provided the support they needed to gradually adjust to new order of doing things in the school while five (2.1%) of the participants disagreed. Again, 224 (93.3%) of the participants agreed that teaming permitted them to think jointly and solve problems using better decisions while 16 (6.7%) of the participants disagreed. Finally, 230 (95.8%) of the participants agreed that teaming supported their interaction with colleagues for better performances according to different situations while 10 (4.2%) of the participants disagreed. The level of agreement exhibited by the responses of the participants suggests that teaming exerts abundant influence on teachers' performance in the institution of change in the school system.

Research Question Three

What is the extent of influence of supervision on teachers' job effectiveness in response to change?

Table 3: Extent of Influence of Supervision on Teachers' Job Effectiveness

S/N	ITEM	Agree	%	Disagree	%	Total
1.	Supervision helps me to locate and utilize community resources needed to meet the changing demands of the school.	203	84.6	37	15.4	240 (100%)
2.	Supervision helps me to put new rules and methods of teaching to practice in the school.	212	88.3	28	11.7	240 (100%)
3.	Supervision provides the moral and technical support I need to adjust to new situations.	206	85.8	34	14.2	240 (100%)
4.	Supervision ensures that I do my work as demanded in the school according to changes in situations.	217	90.4	23	9.6	240 (100%)
5.	Supervision suggests to me, ways of improving performances as new situations arise.	221	92.1	19	7.9	240 (100%)

Source: Field Survey, 2017

Table 3 is a representation of the participants' responses regarding supervision as a strategy for change management. It shows that 203 (84.6%) of the participants agreed that supervision helped them to locate and utilise community resources needed to meet the changing demands of the school while 37 (15.4%) of the participants disagreed. Secondly, 212 (88.3%) of the participants were in agreement that supervision helped them to put new rules and methods of teaching to practice in the school while 28 (11.7%) were in disagreement. Also, 206 (85.8%) of the participants agreed that supervision provided the moral and technical support they needed to adjust to new situations while 34 (14.2%) of the participants disagreed. Again, 217 (90.04%) of the participants agreed that supervision ensured they did their works as demanded in the school according to changes in situations while 23 (9.6%) of the participants disagreed. Finally, 221 (92.1%) of the participants agreed that supervision suggested to them, ways of improving performances as new situations arose while 19 (7.9%) of the participants disagreed. In line with the responses of the participants across the items presented to them, it can be inferred that supervision has great influence on teachers' performances in the process of change management in the school system.

Testing of Research Hypotheses

Hypothesis One
There is no significant influence of job redesign on teachers' job effectiveness in response to change.

Table 4: Significance of Influence of Job Redesign on Teachers' Job Effectiveness

Variables	N	df	χ^2	p	Remark	Decision
Job Redesign	240					
		9	116.01	0.000	Significant	H_0: Rejected
Teachers' job effectiveness	240					

α = 0.05; p < 0.05

The results presented on Table 4 show that job redesign significantly influenced teachers' job effectiveness, χ^2 (9, N = 240) = 116.01, p < 0.05. The null hypothesis which states that there is no significance influence of job redesign on teachers' job effectiveness in response to changed was rejected, and the alternative hypothesis was accepted. This implies that job redesign ensures that teachers perform effectively when changes occur in the school environments.

Hypothesis Two
Teaming has no significant influence on teachers' job effectiveness in response to change.

Table 5: Significance of Influence of Teaming on Teachers' Job Effectiveness

Variables	N	df	χ^2	p	Remark	Decision
Teaming	240					
		9	191.46	0.000	Significant	H_0: Rejected
Teachers' job effectiveness	240					

α = 0.05; p < 0.05

The results from Table 5 show that teaming influenced teachers' job performance significantly, χ^2 (9, N = 240) = 191.462, p < 0.05. The null hypothesis which states that teaming has no significant influence on teachers' job effectiveness in response to change was rejected and the alternative hypothesis was accepted. This means that teaming, helps teachers to perform their jobs effectively in response to changes in the school.

Hypothesis Three
There is no significant influence of supervision on teachers' job effectiveness in response to change.

Table 6: Significance of Influence of Supervision on Teachers' Job Effectiveness

Variables	N	df	χ^2	p	Remark	Decision
Supervision	240					
		9	154.05	0.000	Significant	H_0: Rejected
Teachers' job effectiveness	240					

$\alpha = 0.05$; $p < 0.05$

The results presented on Table 6 show that there was a significant influence of supervision on teachers' job effectiveness, χ^2 (9, N = 240) = 154.05, p < 0.05. The null hypothesis which states that there is no significant influence of supervision on teachers' job effectiveness in response to change was rejected, and the alternative hypothesis was accepted. This implies that, as a change management strategy, supervision facilitates teachers' job effectiveness in response to change.

Summary of Findings
From the data obtained and analysed during the study, and as revealed by the hypotheses tested, the following findings were made:
1. There was a significant influence of job redesign on teachers' job effectiveness in the management of change in the school environment, χ^2 (9, N = 240) = 116.01, p < 0.05.
2. Teaming had a significant influence on teachers' job effectiveness in dealing with changes which occur in the school environment, χ^2 (9, N = 240) = 191.46, p < 0.05.
3. There was a significant influence of supervision on teachers' job effectiveness in the management of changes in the school, χ^2 (9, N = 240) = 154.05, p < 0.05.

Discussion of Findings
One of the major findings of the study revealed that job redesign, as a change management strategy, had a significant influence on teachers' performance in secondary schools. This finding is in agreement with the findings of Achieng, Ochieng and Owuor (2014) which revealed that job redesign had a significant influence on the performance of employees. The finding also gives impetus to the fi ndings of Omwenga, Guyo, Nzulwa and Odhiambo (2017) who established that job redesign maintains a strong and positive significant relationship with all forms of employee commitments in an organisation. It is their opinion that for organisations to survive restructuring (changes) in a dynamic world, employees' commitment must account as bedrock of effectiveness, and that job redesign relates with such commitments significantly.

Secondly, Table 5 presents another finding of this study and it shows that teaming influenced teachers' job effectiveness significantly in response to educational changes in the school. This finding is in consonance with Kamai (2012) who found out that team teaching is a relevant technique for enhancing the teaching and learning of English and Literature in secondary schools. It also affirms the findings of Achor, Imoko and Jimin (2012) who reported a significant difference between the mean achievements of the student groups that were taught Geometry using team approach and those that interacted with their subject teachers as individuals working independently. Apart from these, the finding is also in accord with Esomonu and Akudolu (2015) who found out that the students taught English Language comprehension with team teaching approach achieved significantly higher than those of the control group who were taught with single teacher teaching approach. The trend here is that the subjects that make up the school curricular are often modified, and many
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of them are composite in nature. These findings can therefore be said to be affirmations that the composite natures of the subjects are better handled by teacher teams who largely have the time and space to focus on specific content areas; thus, turning out appreciable outputs in teaching and learning.

Furthermore, Table 6 implies that there was a significant influence of supervision on teachers' job effectiveness in response to change in the school system. This finding corroborates Iroegbu that teachers in schools where instructional supervision was adequate were more effective than those that had inadequate instructional supervision. These findings also agree with Ikegbusi and Eziamaka (2016) whose findings revealed that both internal and external supervision of instruction had positive effect on teachers' job effectiveness in secondary schools.

Conclusion
Based on the findings of the study, it is established that job redesign, teaming, and supervision are veritable strategies used by school administrators in the management of changes which occur in the school environment. It is also asserted that each of these strategies is important in the school environment whenever there is a change if the desired goals of the schools must be met. Educational managers and school administrators who are highly skilled in the use of these strategies would institutionalise changes that occur without sacrificing the ultimate goals of their schools.

Recommendations
Consequent upon the findings of this study the following recommendations are made:

1. School administrators should endeavour to always re-plan, re-schedule, and redesign the jobs of the teachers in the school when changes occur to enable the teachers affected by the change processes readjust into the demands of the prevalent situation.
2. School administrators should encourage teachers to work as task teams to enable them handle curriculum changes especially in the instances of composite subjects.
3. Principals, vice principals and heads of departments should be more committed supervision of instructions in the schools to provide the assistance needed by teachers to adapt to the changes that the schools face.
4. School administrators should make effort to identify, recognise and appreciate teachers who put extra efforts to manage the changes that the schools witness from time to time. This will provide the cushion for the school to navigate through the period of changes without leaving operational gaps which may be inimical to the attainment of the goals of the schools.

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