

TRANSFORMATIONAL CHANGE MANAGEMENT APPROACH AND TEACHERS' JOB PERFORMANCE IN NIGERIA AND JAMAICA: IMPLICATIONS FOR LEADERSHIP IN EDUCATION SUSTAINABILITY

Bolapeju Mary Agboola PhD

*Associate Professor of Educational Leadership, Planning, Policy and Management
University of Uyo, Nigeria*

(The University of the West Indies)

bolapeju.agboola@uwimona.edu.jm;

bolaagboola11@gmail.com

Phone: +2348060118244/+18767844312

ABSTRACT

Change and utilizing an effective leadership change management approach have become inevitable to drive plans strategically for educational system success and sustainability. Using developing countries lens, this study adopted a quantitative research design to investigate how the transformational change management approach predicts teachers' job performance using a multi stage sampling technique to sample 156 school managers and 405 teachers. Data were generated through survey polls and validated instruments titled Transformational Change Management Approach Questionnaire and Teachers' Job Performance Questionnaire. TCMAQ and TJPQ reliability indices were 0.91 and 0.87 respectively using the Cronbach Alpha statistic. Data generated were analyzed with descriptive and simple linear regression statistics. Results and conclusion showed that transformational change management approach to ICTs, school size, and job enrichment are statistically significant predictors of teachers' job performance. Practical implications for change management in education, leadership practices and sustainability were discussed.

Keywords: *Management Approach, School Managers, Change Management, Job Performance, Leadership*

INTRODUCTION

Change management in education is becoming more daunting and challenging, especially with weak economic and poor governance in many developing countries and the pandemic impacts on the global market and space. An overview of changes in Jamaica's secondary education system (1879-2017) was reported by Cook (2021). United Nations cited by Tadesse & Muluye (2020) reported that 166 countries closed schools and universities across Africa, Asia, and Latin America during the Covid-19 pandemic and over 1.5 billion students in 195 countries are out of school globally representing 87% of the enrolled population (Thomas, 2020; UNESCO, 2020). Covid-19 disrupted the "Vision 2030" for education sustainable development goals (SDG) in Nigeria, Jamaica, and other countries. Literature reported that changes in education especially during Covid-19 in Nigeria, Jamaica, and other developing countries using virtual, hybrid, or blended (online vis-à-vis the virtual) pedagogies were thwarted because 25% of schools lack electricity and 50% lack technological devices and internet access, dearth of educational materials, digital knowledge, and skills to use technologies for education operations and activities. Furthermore, education systems lack the appropriate leadership framework and approach to managing changes. The drastic global changes in education modus-operandi place demand on education leaders and government on how to lead and manage changes in the education system United Nations, 2022; Cook, 2021; Mustafa, 2020).

Hussain, Lei, Akram, et al. (2018) call for a holistic examination of the issue of change management in the education system through a rethink, re-tooling, and reboot to seek alternatives and efficacious ways of coping with and addressing changes without compromising standards and sacrificing the high-performance system of the students and the workforce.

School change management is one of the most complex leadership tasks that call for knowledge, skills and competence on how to lead change processes, manage change, and improve efforts effectively. Many school managers and teachers find it difficult to manage new digital technological learning approaches alongside conventional face-to-face that do not require advanced technologies or rigorous management despite the strong link between the conventional approach and poor teachers' job performance, and low student academic achievements (Francisco & Celon 2020). The Ministries of Education (MoE) in both Nigeria and Jamaica reported that changes brought about by the Covid-19 pandemic revealed the long-term infrastructural decay, lack of facilities, inadequate workforce due to migration, poor institutional structure, incompetent leaders, poor funding, etc facing the countries educational systems (FME, 2019 and MOEYI, 2019). Poor educational management also accounted for the failures of several change initiatives that could facilitate and support the emerging global-related curriculum to address the education problems and sustainability because the majority of school managers and teachers required training for lack of computer literacy and poor skill in efficient use of the new technologies. (Attah, et.al 2017; UNESCO, 2020). The school managers faced challenges of how to manage new changes in admission modes, school operations and the use of technologies by teachers in teaching, assessment and evaluation of students. Any change management strategy adopted by the school manager determines how an adjustment or replacement will impact processes and employees within the school system (Lawton & Pratt, 2022). Consequently, the problem of this study was the issues of change management in education, how to lead and manage transformational change?

An understanding of the nexus between leadership and change management could help school managers in assessing the impacts of changes on education sustainability, risks and teachers' job performance. The purpose of this study, therefore, was to determine the extent to which a transformational change management approach (TCMA)

predicts teachers' job performance and establish the implications of TCMA and leadership practices in education sustainability. To achieve the aims, the following research questions were raised for the study and null hypotheses were formulated and tested at a 0.05 level of significance.

Research Question 1: To what extent does the use of a transformational approach in ICTs, school size and job enrichment change management predict teachers' job performance?

H₀₁: Usage of a transformational approach in ICTs, school size and job enrichment change management does not significantly predict teachers' job performance.

Research Question 2: What are the teachers' perceptions of the challenges faced in the implementation of the transformational change management approach by the school managers and their job performance?

LITERATURE REVIEW

There is an emergence of re-evaluating education systems in line with new global management techniques and practices to develop school leaders who can initiate new techniques to manage new changes in school operations and administrative responsibilities. Management of changes that affect the teachers becomes a must for leaders because their knowledge, skills, commitment, and job performance can affect the actualization of education goals and outcomes (Etuk & Agboola, 2017). Consequently, related literature, concepts and theories were discussed.

Organizational Change, Change Management and Sustainability

Change is a major driver of growth that could affect or alter the initial strategies, programmes, structures, and management style of an organization to arrive at the new or emerging, planned, predetermined, and proposed objectives towards achieving and/or improving effectiveness and efficiency of organizational system. Change if not properly

handled, could make an organization less productive or be shut down by the forces of change (American Management Association, AMA, 2017). Organizational change is a continuous process in which organizations review their structures, workforce, and resources to meet the emerging demands from external and internal customers instead of that which causes alteration to organizations (Okiiya, et al., 2015). Organizational change happens in response to an immediate situation, or a change necessitated by external or internal pressures just as in the case of societal dynamics, natural occurrence, curriculum, internal policies, technologies, and the Covid-19 pandemic that caused changes in schools. Western Governors University (2020) defined change management as a structured and careful approach to making sure that changes are smoothly implemented and that there are lasting benefits to those changes. Change management focuses on the wider impacts of change as well, focusing on how individuals and teams transition to the new situation. Torben (2016) opined that the organizational change management process is intertwined with an effective leadership-initiated process that starts from defining a future change plan, aligning it with the educational goals, determining impacts and modifications, etc to adapt the changes to sustainable development plans. The administrators require innovative leadership skills, a change development process and monitoring mechanisms to adapt to changes in society and the paradigm shift of modern technologies and devices in the school operating system. The essence of organizational change management is to prompt educational leaders to develop adaptability change mechanisms and new strategies to meet the new challenges during the change in market competition, customer satisfaction, and deficiencies in existing organizational policies and promote sustainability (Hussain, et al., 2018 and Karanja, 2015).

Agboola (2022) defined sustainability as a long-term goal and sustainable development entails processes, strategies, and pathways to achieve it through good governance, research and technology transfer, education, and training. Sustainability is a paradigm

for thinking about the future, and an important characteristic and inevitable subject in organizational change, importantly in a progressive culture of the school system that is highly dynamic, versatile and needs to be adaptive to the multiplicity of changes (Attah, Obera & Sani, 2017). The sustainability of the education system after a change in a school's operations requires leadership skills and knowledge of the basics of change management models strategic and reflective actions, understanding the actively shaping change processes, and that change towards quality education sustainability requires broad stakeholder input and commitment (Irimiás & Mitev, 2020).

Transformational Change Management and Change Leadership

The survival and competitiveness of organizations need transformational, strong and dynamic leadership in management for optimal productivity. Lawton & Pratt (2022) defined transformational change management as a systematic approach to dealing with the transition or transformation of an organization's goals, processes, or technologies with the purpose to implement strategies for effecting change, controlling change and helping people to adapt to change. The authors further affirmed that the change management strategy adopted must take into consideration how an adjustment or replacement will impact processes, systems, and employees within the organization. There must be a process for planning and testing change, communicating change, scheduling, and implementing change, documenting change and evaluating its effects. To Kotter (2013), change management and change leadership are two prominent phenomena that have been essential for helping organizations evolve in constantly shifting digital environments.

Change Management has become an essential tool and structure to keep change efforts under control, and change leadership is the ability to harness the power of people, visions, and processes responsible for large-scale, sustainable transformation. Though

the two concepts are interlinked but are not interchangeable. In any organization, change management is vital, but it requires change leaders to drive the change to be effective. The transformational approach is required to apply both concepts to the management of changes in educational social and academic activities and programs at all levels and the emerging needs in education. A school manager is not only expected to become a change leader who facilitates change through the exercising of authority, control, the scale of change, urgency, response and human elements of change but also imbibe the full qualities of change leadership and possess the ability to drive the change (Kirth (2015). The leaders' skills in change management and leadership could make a difference in how effectively he/she coordinates and monitors the teachers during any process of change. Teachers' job performance is a key indicator for measuring productivity, quality, and growth of the educational system, and scholars have linked administrators' managerial prowess with teachers' effective job performance, efficiency, and education sustainability (Fauzi & Syafrudin, 2018; Timuçin & Aytaç, 2018; Hussain, et al., 2018). A similar study on [transformational leadership and job performance: the mediating role of work engagement](#) was conducted by Fong-Yi, Hui-Chuan, Szu-Chi, Yu-Chin, & Cheng-Chen in 2020. However, it differs in the management of change in ICTs, school size, job enrichment and teachers' performance.

Nwosu, *et al.* (2018) adopted a descriptive design to study teachers' use of ICT in teaching and learning in Aba North District Secondary Schools in Abia State, Nigeria. The population comprised all the 474 teachers and a sample of 234 teachers in the 20 secondary schools. Data were generated with a questionnaire and analyzed with mean and standard deviation. Findings indicated the following: teachers' ICT competency is at a moderate level; teachers' accessibility of ICT, teachers' acceptance and use of ICT were low and teachers' perceived usefulness, ease of use, attitude towards ICT and behavioural intention were high.

Obakhume (2012) adopted a descriptive survey design to investigate the availability and usability of ICT among secondary school teachers in Oyo state, Nigeria. The population was 120 teachers. Data were collected using two instruments and were analysed using frequency tables and simple percentages. The results showed that ICT facilities are not available in most secondary schools and most of the teachers lack competence in the use of ICT facilities.

Similarly, Mutisya & Mwanja (2017) conducted a descriptive study in Kitui County, Kenya on the extent of ICT integration in the management of public secondary schools using 58 principals, 58 senior teachers and 266 assistant teachers and 16 Sub-county Directors of Education (SDE) and one County Director of Education (CDE). Using questionnaires and interviews to generate data. Data were analysed with quantitative and qualitative approaches. The findings revealed that (78%, 60% and 59%) of the principals, senior teachers and assistant teachers respectively only use ICT in school management less frequently. 70% of principals used ICT for internal examinations to a great extent while 58% of principals and 64% of senior teachers used internet less frequently. Furthermore, 18% and 16% of the principals and senior teachers respectively had never used the Internet.

Ngugi (2012) investigated the extent of the use of ICT in education management in public secondary schools in Naivasha District using a descriptive survey design. The population comprised all the principals, secretaries, and bursars in the 37 public secondary schools in the Naivasha district. Stratified and purposive sampling techniques were used to sample 20 schools and 60 respondents. Data were collected with questionnaires for principals and interview schedules for the secretaries and the school bursars. The data were analyzed using frequencies and percentages. The study revealed that 72% of the respondents used computers to carry out administrative duties and management of school records. Computer literate were 61% and 8% of the respondents.

Also, a study on school size by Bilali, *et al.* (2016) revealed that differences in school/class size affect both teachers' and students' performance. Osim, *et al.* (2012) adopted an expo-facto design to investigate the influence of class size pressure on the quality of work performed by teachers in Cross River State, Nigeria with a population of 500 teachers and 2000 students. A stratified random sampling technique was used to administer teachers' work quality questionnaires. The data were analysed using one-way ANOVA. The findings of the study showed that there is a significant influence of class size on teachers' quality of work.

Similarly, Mukhanjil, *et al.* (2016) using a descriptive survey design examined the effect of increased student enrolment on teaching and learning resources in Maseno University, Kenya with a population of 7,175 (7000 undergraduate students and 175 lecturers) in the 2011/12 academic year. A sample of 306 (210 students and 96 lecturers) was selected using a simple random sampling technique. The data generated with the questionnaire were analyzed using frequencies and percentages. The findings revealed increasing enrolments and the teaching facilities provision does not match the increased enrolment.

Yelkperli, *et al.* (2012) adopted a cross-sectional survey design to study the effects of large class sizes on effective teaching and learning in Winneba, Ghana. The sample size was 42 lecturers and 342 students selected using stratified random and purposive sampling techniques. Data were generated with questionnaires and direct observation. The findings showed that, while lecturers disagreed that large class size affects teachers' effectiveness, students agreed that large class size creates challenges for teachers.

Job enrichment is described as the "vertical" development of job duties similar to work breakdown and evaluation which provides the employee with tasks and responsibilities that are usually done by a senior employee or supervisor. It also provides employees with more opportunities, such as independence, evaluation of job tasks and the capacity to make decisions like job scheduling and determination of work method

and quality (Choudhary, 2016; Marta & Supartha, 2018; Aninkan, 2014). Job enrichment is also a proven method in improving workforce performance, reputation, organizations' ability to retain employees and their overall job satisfaction.

Vijay & Indradevi (2015) determined the relationship between job enrichment and individual performance and the factors that predicted job enrichment among faculties in a Private University in Vellore Tamilnadu, India. Probability-stratified random sampling techniques were used to sample 56 faculties. Data were generated on three factors of job enrichment and individual performance. The finding revealed that a relationship exists between job enrichment and individual performance and task identity contributes more towards enhancing the performance of individuals.

Saleem, Shaheen & Saleem (2012) determined the impact of job enrichment and job enlargement on employee satisfaction keeping employee performance as an intervening variable: A correlational study from Pakistan. The population was 250 respondents while the sample size was 242 employees in public and private organizations. Data were collected from public and private sector employees: 100 men and 142 women employees. The result revealed that employees' performance can be enhanced by increasing their satisfaction level and job enrichment.

THEORETICAL FRAMEWORK

Situational and Transformation Change Leadership Theories

The situational leadership and transformational theories were considered relevant because both theories address change management from a leadership perspective. Situational leadership theory by Hersey & Blanchard (1969) breaks employee behaviour into components to determine the person's readiness and behaviour levels. The theory is a flexible and adaptive style that allows a leader to weigh

different variables in the organization and choose the one that fits the situation. The situational change leaders recognized the individual behaviour level and personal readiness to embrace the change. Consequently, they direct the flow of the change by adjusting their leadership styles, offering leadership support and rational coaching tactics tailored to meet the needs of each employee based on every person's uniqueness, and different experiences about the changes.

The transformational change leadership theory by Burns (1978) is a new leadership paradigm that focuses on charismatic and affective leadership elements of idealized influence, inspirational motivation, intellectual stimulation, and individual consideration. The core principles underlying this theory are employees' motivation to increase productivity, creating achievable goals simple to implement, eliminating confusion, driving change through a strategic plan, creating passion in the employees, encouraging learning about the new change and solving problems arising from the change. The goals are to inspire growth, promote loyalty, and boost confidence in employees. For change to occur, a transformative change leader explains how the change will benefit the organization and then creates a high level of engagement and mutual trust among the stakeholders by inspiring, motivating or empowering their employees and persuading them to strive for higher success (Mulder, 2017; Conger, 2019).

Implications of transformational leadership for managers according to Yukl (1999) include:

1. Develop a challenging and attractive vision, together with the employees.
2. Tie the vision to a strategy for its achievement.
3. Develop the vision, specify and translate it to actions.
4. Express confidence, decisiveness and optimism about the vision and its implementation.

5. Realize the vision through small, planned steps and small successes on the path to its full implementation.

Transformational and situational change managers do not assume that employees will operate in the same capacity in various duties during a change. Recognizing the benefits of a TCMA like superior productivity, reduced costs of operation, improved quality, enhanced efficiency, greater revenue, operational excellence, etc motivate leaders to work with their teachers by challenging their intellectual strengths in identifying the changes needed, creating a vision through inspiration and executing the plan for a change. Both theories are great tools for building school managers' skills in working as a team with the teachers, creating a framework for implementing change management plans relevant to enhance the teachers' capacity (Black, 2015). A model developed by the researcher from change leader management theories is shown in Figure 1.

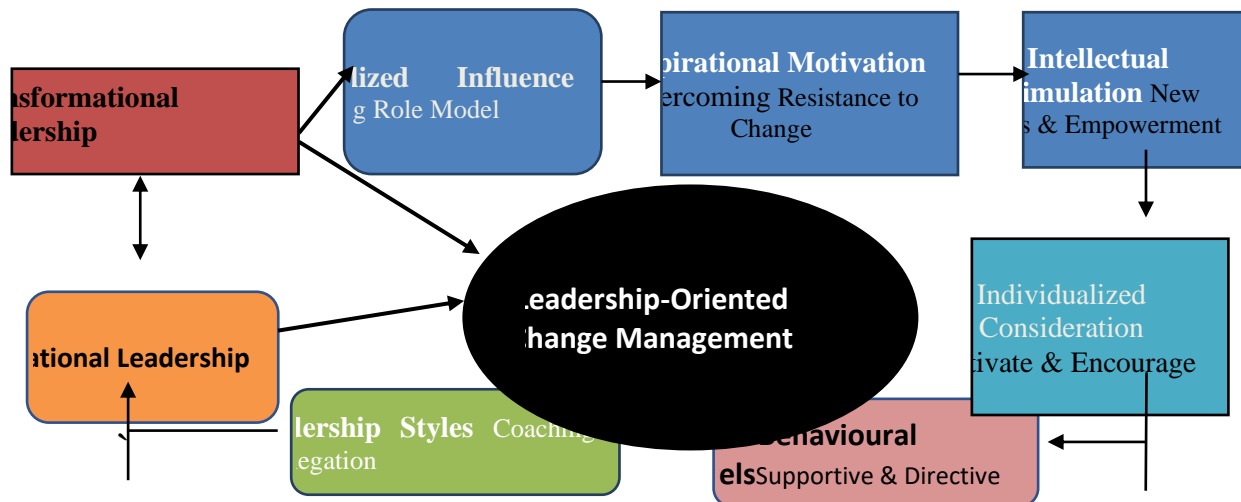


Figure 1: Adapted Model of Leadership-oriented Change from Situational and Transformational Leadership Models Paul Flemming (2017)

Figure 1 depicts transformational and situational distinct leadership connectivity with change management of an organization. The transformational leader is a

relationship of mutual stimulation that focuses on leading employees through innovative ideas and teamwork to execute complex change within an organization. Effective situational and transformative change leaders conduct impact assessments to determine the impacts that a change has on an organization, who is impacted by a particular change, and how to mitigate the impact.

Performance Theory

The theories of performance by Campbell (1990) and Egler (2007) stated that performance is a multidimensional construct and a complex series of actions that integrate skills and knowledge to produce a valuable result. Developing performance is a journey, and performance level describes the journey's location. Also, performance is both a task and contextual. Task performance is classified into (1) job-specific task proficiency, (2) non-job-specific task proficiency, (3) written and oral communication proficiency, (4) supervision in the case of a supervisory or leadership position and (5) management/administration which is the focus of this study. Furthermore, the level of performance depends holistically on six components: context, level of knowledge, levels of skills, level of identity, personal factors, and fixed factors while three axioms are proposed for effective performance improvements which are: Axiom 1: performer's mindset (engage the performer in an optimal emotional state), Axiom 2: immersion of the performer in an enriching environment, and Axiom 3: engagement of performer in reflective practice. The achievement of the organisational goal depends on the level of performance of an individual, the components of the system and the interactions between these components. Theory of performance is useful in the context of this study which focuses on teachers' ability to adapt to changes and improve their job performance level.

Figure 2 illustrates the effective change management of organizational and individual change processes and employees' job performance.

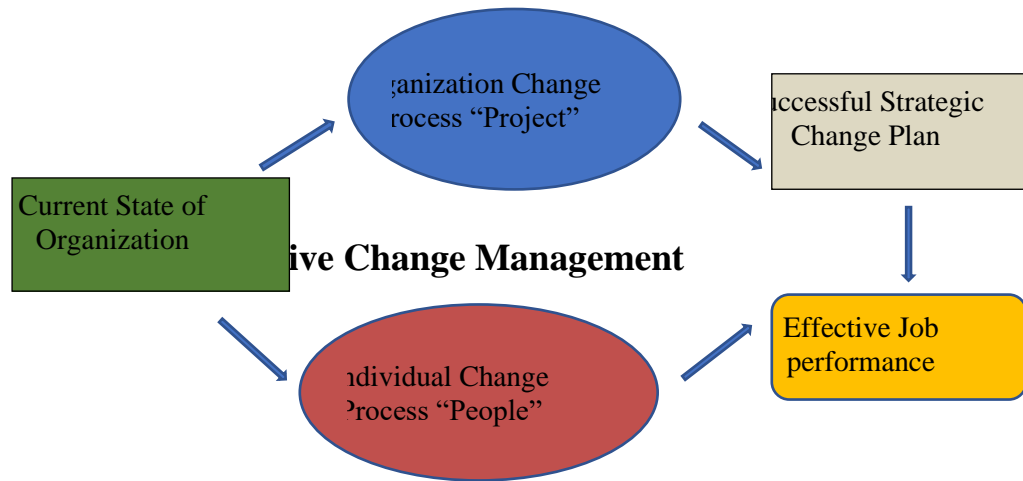


Figure 2. Job Performance from Integrated Organizational and Individual Change Process Model (Adapted from Wanner, 2013).

The model in Figure 2 shows that “Integrated change management” is aimed at achieving the desired target goal by integration of the organizational and individual change processes on the one hand and by the integration of job performance and change management on the other hand (Wanner, 2013). A strategic change plan and proactive approach are necessary for the three different aspects of change management: adapting to change, controlling change, and effecting change to achieve the goal of improving teachers' job performance. Performance is a multi-dimensional and dynamic concept comprising both a behavioural and an outcome aspect with three different perspectives of teachers: (1) an individual differences perspective derived from individual characteristics (e.g., general mental ability, personality) as sources for variation in performance, (2) a situational perspective which focuses on situational aspects as facilitators and impediments for performance, and (3) a performance regulation perspective which describes the performance process (Sonnetag & Frese 2005).

Significance of the Study

Limited studies existed on TCMA in education in both Nigeria and Jamaica. The study on TCMA could provide school leaders and government agencies with the importance of understanding the value of strategic and reflective actions actively shaping change processes. Ensuring that a mission statement is effectively communicated broadly across the institution as a driver of institutional goals and the right policy initiatives on change towards sustainability involves broad stakeholder input and commitment to its development.

The paper could provide the basis for further research that focuses on getting a deeper understanding of best change management practices and efficient techniques of achieving effectiveness of continuous improvement of change strategies in the educational system, particularly about their impact on employee performance.

Data and Methodology

The study is quantitative research using a correlation design. Quantitative research is considered appropriate because it can be used to find patterns, make predictions, test causal relationships, and generalize results to wider populations ([Bhandari, 2020](#)). The subjects for the study comprised 1356 school managers and 3378 teachers in secondary schools in South-south, Nigeria (Suzzi, 2021).

The instruments titled “Transformational Approach to Change Management Questionnaire” (TACMQ) and “Teachers’ Job Performance Questionnaire (TJPQ) were administered to 156 school managers and 405 teachers selected samples using purposive and simple random sampling techniques. The instruments were face validated and the reliability was established using Cronbach’s Alpha statistic which gave coefficients of 0.91 and 0.87 for TACMQ and TJPQ respectively. The TACMQ comprised 30 items to measure transformational approach to ICTs, school size and job enrichment change management. TJPQ comprised 25 items based on Egler's (2007) performance indicators

and all items in TACMQ and TJPQ were rated on 4 points rating scale. A survey monkey google form with structured items was used to elicit information on how the school managers effectively use a transformational approach to managing changes and the challenges of implementing those changes. Data were analyzed using weighted mean, ranking order, and simple linear regression statistics to test the hypotheses. Schober, Boer & Schwarte's (2018) correlation coefficient interpretation for R-value was adopted.

Results

The data were analyzed with simple linear regression statistics and the results of the findings are based on the research questions and the null hypotheses tested at a 0.05 significance level.

Research Question 1: To what extent does the use of a transformational approach in ICTs, school size and job enrichment change management predict teachers' job performance?

Ho₁: Usage of a transformational approach in ICTs, school size and job enrichment change management does not significantly predict teachers' job performance.

Tables 1a,b and c: Regression Analysis of the extent to which ICTs, school size and job enrichment management predict teachers' job performance (n=405)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.782 ^a	.611	.608	16.19910
a. Predictors: (Constant), Job Enrichment Change Management, School Size Change Management, ICTs Change Management				
b. Dependent Variable: Teachers' Job Performance				

Table 1b

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	165148.840	3	55049.613	209.784	.001 ^b
	Residual	105226.805	401	262.411		
	Total	270375.644	404			
a. Dependent Variable: Teachers' Job Performance						
b. Predictors: (Constant), Job Enrichment Change Management, School Size Change Management, ICTs Change Management						

Table 1c

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	7.346	1.825		4.025	.001	3.758	10.933
	ICTs Change Management	4.475	1.297	2.971	3.451	.001	1.926	7.025
	School Size Change Management	-2.854	1.194	-1.896	-2.390	.017	-5.202	-.506
	Job Enrichment Change Management	-.465	.221	-.308	-2.104	.036	-.899	-.031
a. Dependent Variable: Teachers' Job Performance								

The results of Tables 1a, b and c for the regression test values for variables of. The regression coefficient of 0.781 for ICTs, school size and job enrichments; how a strong relationship with teachers' job performance, and they account for 61.1 per cent of the variation in job performance. Table 1b indicates that the calculated F-value was 209.784

and the p-value of 0.000 at 401 degrees of freedom is significant at a p-value of 0.05. The Beta values show the regression coefficient of each variable and the magnitude direction of the relations between the variables. A positive coefficient indicates that as the independent variable increases, the dependent variable also increases. A negative coefficient suggests a reverse. Beta values also signify that ICTs, school size and job enrichment changes management are also statistically significant predictors of teachers' job performance because their p-values are less than the p-value of 0.05.

Research Question 2: What are the teachers' perceptions of the challenges faced in the implementation of the transformational change management approach by the school managers and their job performance?

Transformational Change Management Approach Challenges

Several challenges similar to AMA (2017) were identified by teachers as challenges to the implementation of a transformational approach to change management hindering their effective job performance. See Table 2 and Figure 3 for the ranking of responses in order of importance.

Table 2: Challenges to Transformational Change Management Approach Implementation

Challenges to Change Factors	Number of Respondents	Percentage (%)	Ranking Order
Time Factor	335	83	5 th
Roles	269	66	10 th
Skills	352	87	4 th
Teacher Change Styles	391	97	1 st
Communication	384	95	2 nd
Workload	377	93	3 rd
School Size	286	71	8 th
Training	298	74	7 th
mindset/Attitude/Beliefs	273	67	9 th
Change Tools	309	76	6 th

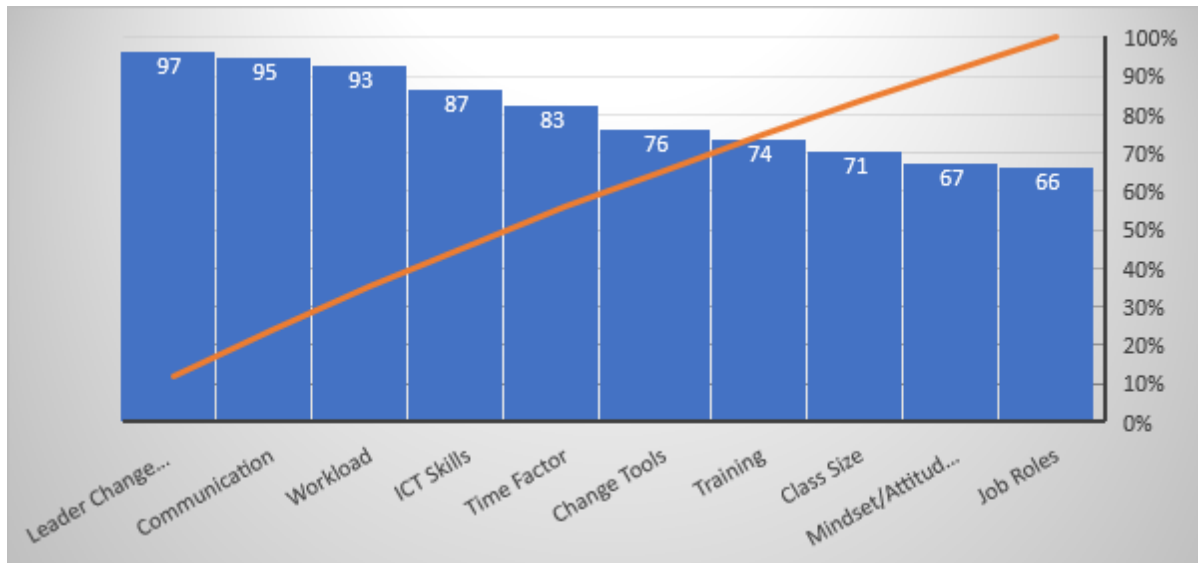


Figure 3: A Pareto chart plot of the TCMA data as the percentage of the 405 total respondents

Overwhelming 99% of the teachers (n=405) indicated that school managers' change leadership styles are the higher challenge to a successful implementation of a transformational change management approach. Other factors ranked high in the identified challenges include communication channels (95%), workload (3%), ICT skills (87%), time factor (83%), Change tools/devices (76%), training (74%), class size (71%), mindset/attitude/beliefs (67%) and job roles (66%). Many school managers lack the relevant management skills and leaders' styles on how to strategically pretest and post-test proposed plan change; identify resources needed to effect change; make precise decisions on when, how, and where to effect those changes (time factor); provide ICT tools/devices; job enrichment and assisting teachers to embrace new technologies through training to manage the class size; monitor and evaluate change outcome; and create a robust feedback framework to improve performance and education sustainability.

Findings

ICTs, School Size, Job Enrichment Management and Teachers' Job Performance

The transformational approach in change management of ICTs, school size and job enrichment have a strong relationship and are significant predictors of teachers' job performance. The finding inferred that effective change management of ICTs through teachers' access to ICTs training in emerging new technologies could assist them to be more efficient in adapting to changes in the curriculum, methodology, instructional delivery, and class management techniques. This finding agrees with the findings of Ayeni (2011), Obakhume (2012), Ibrahim & Ibrahim (2014) and Mutisya & Mwanja (2017) who found a significant relationship between teachers' ICT skills and job performance.

The school size change management as a statistically significant predictor of teachers' job performance also indicates that effective change management of school population dynamics and class size could enhance changes in admission procedures, workload, subject allocation, timetable scheduling and teacher-student ratio. Effective management of school size change is an important factor that could determine teachers' efficiency and performance, especially in schools with a limited trained workforce in technology. This finding corroborates the findings of Umoinyang & Akpan (2013) and Osim, *et al.* (2012) which revealed that class size significantly influence teachers' quality of work and job performance. Similarly, the findings of Mukhanjil, *et al.* (2016) and Yelkpieri, *et al.* (2012) reveal that poor management of school size change and lack of corresponding provision of resources impede teachers' job effectiveness.

Finally, the findings reveal that change management of job enrichment significantly predicts teachers' job performance. This affirms that job enrichment changes influence teachers' independence, flexibility, creative skills, job description and task involvement.

If these changes are effectively managed by the school managers, it could improve teachers' performance. This finding agrees with the findings of Vijay & Indradevi (2015), Sanda, *et al.* (2015) and Nzewi, *et al.* (2018) which found that job enrichment significantly affects individual performance, employee satisfaction and commitment.

Implications for Leadership and Education Sustainability

Transformational change management variables including ICTs, school size, job enrichment changes and their interrelatedness with job performance were discussed using relevant literature and well-established models in line with emerging theories of performance and change leadership management.

The findings of this study revealed that transformational change management approach to ICTs, school size and job enrichment variables are statistically significant predictors of teachers' job performance. Furthermore, job performance and effective change management are relevant to sustainable education when viewed in the light of (i) the change model (ii) how knowledge sharing affects the change implementation process, (iii) how employees' involvement in change and willingness to change, and (iv) how leadership change management style could affect the institution change process.

An effective change leader approaches the performance phenomenon from different angles and takes cognizance of teachers' performance from these perspectives which are not mutually exclusive but complement one another because they are relevant to this study on education practices. Importantly, education policy is expected to address indices of recruitment of teachers based on ICT competency and professionalism while change leaders are expected to coordinate all necessary actions to support teachers in discharging their duties and responsibilities to achieve a smooth transition from the existing norms and avoid resistance to changes.

The education leaders' and stakeholders' engagement management is key to addressing future change. To promote education sustainability, this study identified challenges that call for a paradigm shift in leadership change management strategies and provides models for leaders and policymakers to develop robust strategic plans that support matching effective leadership with organizational change management and productivity. Initiating a policy that provides core competencies training for school managers and teachers is critical and relevant in terms of the current skills required to cope, adapt, and thrive in the face of any future change.

CONCLUSION

Change management has been found to correlate with teachers' job performance and this finding is corroborated by the findings of other scholarly studies. It was concluded that the transformational change management approach by school managers is a statistically significant predictor of teachers' job performance and education sustainability.

RECOMMENDATIONS

Educational institutions can benefit from adopting a purpose-driven change management approach to school improvement by aligning their efforts with educational goals. Transformational policy initiatives can be applied to practice by using the SMART tool to establish a goal, mission, and supported vision by all the stakeholders to address the issues that come with changes.

The school managers need to maintain open and transparent communication channels and collaboration with all stakeholders and ensure a shared understanding of the

purpose and a collective commitment to the change by providing regular updates on progress, sharing data insights, and engaging in dialogue about strategies, challenges, and successes in the change plan. The insights gained from the data analysis could help to identify trends, patterns, and areas for improvement and can also be used to make informed decisions and drive targeted interventions. The school managers could also engage the teachers in setting goals, developing strategies, and monitoring progress as a means of adopting a purpose-driven approach to change goal attainment.

The Ministry of Education should provide ongoing professional development opportunities and training to educators and managers on new technologies, evidence-based administrative and teaching strategies and skills to cope with change. Differentiation and interventions tailored to individual needs during a change could enhance better management and job performance practices.

REFERENCES

- Agboola, B. M. (2022). Employers' Assessment of graduates' utilization of employability skills: Influence on organizational growth and sustainable development in Nigeria. *Discourse and Communication for Sustainable Education*, 13(1), 63-76. <https://sciendo.com/article/10.2478/dcse-2022-0006>
- American Management Association (2017). How to Successfully Manage Organizational Change. <https://www.amanet.org/articles/successfully-manage-organizational-change/>
- Aninkan, D. O. (2014). The impact of reward management and job enrichment on job satisfaction among employees in The Ogun State Polytechnics. *International Journal of Business and Management Invention*, 3 (3): 19-26
- Attah, E. Y., Obera, V. A., & Sani, I. (2017). Effective leadership and change management for sustainable development in Nigeria. *International Journal of Public Administration and Management Research*, 4(2), 37-42.

- Ayeni, A. J. (2011). Teachers' instructional task performance and principals' supervisory roles as correlates of quality assurance in Secondary Schools in Ondo State. Unpublished doctoral dissertation, Obafemi Awolowo University, Ile-Ife, Nigeria. Pritha
- Bhandari, P. (2020). What is quantitative research? The definition uses & methods. <https://www.scribbr.com/methodology/quantitative-research/>
- Black, S. A. (2015). Qualities of Effective Leadership in Higher Education. *Open Journal of Leadership*, 4, 54-66. <http://dx.doi.org/10.4236/ojl.2015.42006>
- Bilali, E., Lezha, E. & Kroni, M. (2016). The perception and attitudes of teachers towards class sizes in secondary schools. *Academic Journal of Interdisciplinary Studies*, 5(3):132-136 MC SER Publishing, Rome-Italy
- Campbell, J. P. (1990). Modelling the performance prediction problem in industrial and organizational psychology. In M. D. Dunnette & L. M. Hough (Eds.), *Handbook of Industrial and Organizational Psychology*. Palo Alto, CA: Consulting Psychologists Press, Inc. 687-732.
- Choudhary, S. (2016). Job enrichment: A tool for employee motivation. *International Journal of Applied Research*, 2(5):1020-1024.
- Cook, L. D. (2021). An overview of changes in Jamaica's secondary education system (1879-2017). *Caribbean Journal of Education*, 42(1&2), 139-156. <https://doi.org/10.46425/c542126338>
- Dhawan, N., & Masawi, R. F. (2015). Sustainable development: An Introduction. International Centre for Environment Audit and Sustainable Development (ICED), 1ñ 7. <http://iced.cag.gov.in/wp-content/uploads/Sustainable-Development1.pdf>
- Elger, D. F. (2007). Theory of Performance: Expectations of Faculty in Higher Education. Faculty Development Series. eFaculty Guidebook.11-14 https://www.webpages.uidaho.edu/ele/scholars/Results/Workshops/Facilitators_Institute/Theory
- Etuk, U. E., & Agboola, B. M. (2017). Education and sustainable development in Nigeria: Challenges and the way forward. *African Journal of Educational Assessors*, 3(2), 38-46. www.benchmarkjournals.com

- Federal Ministry of Education (2019). Nigeria Universities Commission Reports <https://education.gov.ng/2019-nigerian-university-system-statistical-digest-condensed-version-final-2/#90>
- Fauzi, M.S., Syafrudin, S., & Rokhmat, J. (2018). Principal's managerial skill in improving teachers' performance. *Journal of Research & Method in Education*, 8(3), 77-81. <https://iosrjournals.org/iosr-jrme/papers/Vol-8%20Issue-3/Version-4/M0803047781.pdf>
- Francisco, C.D.C., & Celon, L.C. (2020). Teachers' instructional practices and its effects on students' academic performance. *International Journal of Scientific Research in Multidisciplinary Studies*, 6(7), 64-71. https://www.isroset.org/journal/IJSRMS/full_paper_view.php?paper_id=1998
- Hersey, P. & Blanchard, K. H. (1969). "Life cycle theory of leadership". *Training and Development Journal*. 23 (5): 26–34.
- Hussain, S.T., Lei, S., Akram, T., Haider, M.J., Hussain, S.H. & Ali, M. (2018). Kurt Lewin's change model: A critical review of the role of leadership and employee involvement in organizational change. *Journal of Innovation and Knowledge*. Vol. 3, 23-127.
- Haitt, J. M. (2006). ADKAR: A model for change in business, government and our community. Loveland, CO: Prosci Learning Center Publications.
- Irimiás, A., & Mitev, A. (2020). Change Management, Digital Maturity, and Green Development: Are Successful Firms Leveraging on Sustainability. *Sustainability* 2020, 12(10), 4019; <https://doi.org/10.3390/su12104019>
- Iskandar, I. (2019). Change management: concept, application, and its relevance for higher education management *Journal of Educational Experts*, Volume 2, No. 1, 27-32. [10.30740/jee.v2i1p27-32](https://doi.org/10.30740/jee.v2i1p27-32)
- Karanja, A. W. (2015). Organizational change and employee performance: a case on the postal corporation of Kenya. *European Journal of Business Management*, 7(11), 232-241. <https://www.iiste.org/Journals/index.php/EJBM/issue/view/1810>

- Maclean, L. (2018), employee involvement in decision-making and firms' performance in the manufacturing sector in Nigeria, *Serbian Journal of Management*, 1-15.
- Marta, I.A., & Supartha, W.G. (2005). The Effect of Job Enrichment and Employee Empowerment to Organizational Commitment with Work Motivation as A Mediation. *International Journal of Economics, Commerce and Management*, 6 (4):494- 506.
- Ministry of Education Youth and Information (2019). MOEYI PEP brochure. https://moey.gov.jm/site/default/files/MOEYI_PEP_Brochure_Middle%20Spread_draft_iv.pdf
- Mitchell, T. R. (2017), Motivation and Participation: An Integration, *Academy of Management Journal*, 16(4). <https://journals.aom.org/doi/abs/10.5465/254699?journalCode=amj>
- Motowidlo, S., & Kell, H. (2012). Job Performance. In N. W. Schmitt & S, Highhouse (Eds.), Handbook of psychology, 12, 82-103. *Industrial and organizational psychology*. 2nd Edition, Publisher: Wiley. <https://www.org.10.1002/0471264385.wei1203>
- Mukhanji, J.M., Ndiku, J.M., & Obaki, S. (2016). The effect of increased students' enrolment on teaching and learning resources in Maseno University, Kenya. *The International Journal of Social Sciences and Humanities invention*, 3(3):1938-1947.
- Mutisya, A.M. & Mwanja, M. (2017). The Extend of ICT Integration in the Management of Public Secondary Schools in Kitui County, Kenya. *International Journal of Education and Research*, 5(11).
- Ngugi, P. (2012). an investigation into the extent of the use of ICT in education management in public secondary schools in Naivasha district, Kenya. (Unpublished Master Dissertation). <https://irlibrary.ku.ac.ke/bitstream/handle/123456789/6045/ngugipeter.pdf?sequence=3>

- Nwosu, A., Daud, S. M. & Kamaruddin, N. S. (2018) Teachers' Use of ICT in Teaching and Learning in Aba North District Secondary Schools, *Journal of Humanities and Social Science*, 23(4), 30-40.
- Nzewi, H. N., Chiekezie, O. M., Ekene, O., Raphael, A. E., & Ebuka, A. A. (2017). Job enrichment and employee commitment in selected brewing firms in Anambra State. *Saudi Journal of Business and Management Studies*, 2, 330-337.
- Obakhume, A.A. (2012) Assessment of Secondary School Teachers' Use of Information and Communication Technology (ICT) In Oyo Metropolis, *Nigeria Journal Plus Education*, 8(1), 179-185.
- Osim, R. O., Uchendu, C. C., & Ubi, I. O. (2012). Class size pressure: An impediment to teachers' work quality. *Global Advanced Research Journal of Educational Research and Review*, 1(5):95-99.
- Saleem, S., Shaheen. W. S., & Saleem, R. (2012). The impact of job enrichment and job enlargement on employee satisfaction keeping employee performance as an intervening variable: A correlational study from Pakistan. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 1(9), 1-21.
https://www.arabianjbmr.com/pdfs/KD_VOL_1_9/9.pdf
- Sanda, A. O. S., Asikhia, O. U., & Magaji, N. (2015). Effect of Job Enrichment on Employee Satisfaction in Selected Private Universities in South-West Nigeria. *International Journal of Development Research*, 5(11).
- Saud, S., & Abu, T. (2021). The Impact of Job Enrichment on Employees' Performance: A Survey Study on Jordan Customs Employees in Aqaba. *International Journal of Business and Management*, 16(3).
<https://doi.org/10.5539/ijbm.v16n3p1>
- Schober, P., Boer, C., & Schwarte, L. (2018). Correlation coefficients: Appropriate use and interpretation. *Anesthesia & Analgesia*, 126(5), 1763-1768.
https://journals.lww.com/anesthesia-analgesia/Fulltext/2018/05000/Correlation_Coefficients_Appropriate_Use_and.50.aspx

- Sindhuja, S. (nd) Organisational Change: Meaning, Causes and Its Process, Business Management Ideas. <https://www.businessmanagementideas.com/notes/management-notes/organisational-change/organisational-change-meaning-causes-and-its-process/9178>
- Tella, A., Tella, A., Toyobo, O. M., Adika, L. O., & Adeyinka, A. A. (2007). An assessment of Secondary School Teachers uses of ICT's: Implications for further development of ICT's use in Nigerian Secondary Schools. *TOJET: The Turkish Online Journal of Educational Technology*, 6(3): 5-17.
- Tadesse, S., & Muluye, W. (2020). The Impact of COVID-19 Pandemic on Education System in Developing Countries: A Review. *Open Journal of Social Sciences*, 8, 159-170. <https://doi.org/10.4236/jss.2020.810011>
- Thomas, C.J. (2020). Coronavirus and challenging times for education in developing countries. <https://www.brookings.edu/blog/education-plus-development/2020/04/13/coronavirus-and-challenging-times-for-education-in-developing-countries/>
- Timuçin Ö., & Aytaç, T. (2018) Evaluation of the Managerial Effectiveness of School Administrators by the Views of Teachers. *Journal of Mathematics, Science and Technology Education*, 14(5), 2025-2037. <https://www.ejmste.com/download/evaluation-of-the-managerial-effectiveness-of-school-administrators-by-the-views-of-teachers-5406.pdf>
- Torben, R. (2016). Change management. <https://www.pulselearning.com/6-steps-effective-organizational-change-management/>
- Umoinyang, E. U., & Akpan, G. S. (2013). Class size and secondary school teachers' job performance in Akwa Ibom State. *Journals of the Nigerian Academic Forum*, Pp. 1-4, www.https://globalacademicgroup.com
- United Nations (2022). The sustainable development goals report: A road map out of crisis. <https://unstats.un.org/sdgs/report/2022/The-Sustainable-Development-Goals-Report-2022.pdf>
- Vijay, V., & Indradevi, R. (2015). A Study on Job Enrichment and Individual Performance among Faculties with Special Reference to a Private University.

Mediterranean Journal of Social Sciences. 6(1), 252.
<https://www.mcser.org/journal/index.php/mjss/article/view/5460/5265>

Wanner, M. F. (2013). Integrated change management. Paper presented at PMI® Global Congress 2013—EMEA, Istanbul, Turkey. Newtown Square, PA: Project Management Institute.
<https://www.pmi.org/learning/library/integrated-change-management-5815>

Western Governors University (2020), What is change management and how does it work? <https://www.wgu.edu/blog/what-is-change-management-how-work2005.html#close>

Yelkper, D., Namale, M., Esia-Donkoh, K. & Ofosu-Dwamena, E. (2012). Effect of large class size on effective teaching and learning at the Winneba Campus of the UEW (University of Education, Winneba). *US-China Education Review A* 3, 319-332.

Yukl, G.(1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *Leadership Quarterly*, 10, 285-305;
[http://dx.doi.org/10.1016/S1048-9843\(99\)00013-2](http://dx.doi.org/10.1016/S1048-9843(99)00013-2)