



Managing Personnel Issues in Education for National Reconciliation, Integration and Economic Recovery

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Abstract

This paper argued that the issue of managing personnel in education to achieve national reconciliation, integration and economic recovery has so many factors militating against it. The issues range from the improper implementation of national policies of education to lack of motivation and harmonization of salaries of personnel (teaching and non-teaching staff) in our educational system to poor quality infrastructure and the challenge of using education as a tool for national development. Personnel issues in the educational system are complex and multi-faceted. They impact both the system itself and the administrators, thereby influencing the strategies they use to address challenges such as ethnic diversity. Therefore, the effective use of education for national reconciliation, integration and economic recovery is essential. The paper concluded that in tackling issues of human resources, it is important government to look at areas of interest of teachers like motivation that draws the harmonization of salaries in all organisations of education. The paper recommends that reviewing of educational curriculum in harmony with national policies on education is crucial in the issues of personnel in the education sector. This must be resolved towards achieving national reconciliation and integration and economic recovery in the country.

Keywords: Managing, Personnel Issues, Education, National Reconciliation, Integration, Economic Recovery.

Reference to this paper should be made as follows:

Ibaba, G. B. (2024). Managing personnel issues in education for national reconciliation, integration and economic recovery. *International Journal of Scientific Research in Education*, 17(3), 341-350.

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INTRODUCTION

Education personnel issues pertain to the management of human resources with the educational system. Personnel management has to do with issues of employment, salaries, motivation and their condition of work in the organization. In other words, the ability to manage the personnel

issues at every level of our educational system is so critical to success of goal and objective, attainment in the educational industry. This is because within the school setting, personnel management deals with issues of teachers, non-academic staff, students, attendants, clerks, etc. For instance, the harmonization of the National policy on education is a federal document that could drive significant changes in education, promote national reconciliation and integration, to support economic recovery. This potential can be realised if educational experts effectively manage the policy, which outlines how educational goals and resources can be achieved through personnel management strategies and implementing its programmes and policies.

It has been observed that the human resource aspect of education can be used for the liberation of all other sectors, if the objectives of national policy on education are implemented in the educational system. Integrating these policies into the curriculum across all schools in Nigeria, and working with teachers and other stakeholder in the educational system from which national development can be advanced or anchored. Essentially the school setting in Nigeria deals with a lot of issues in the educational system, they include the management of personnel in nursery schools, primary school, Universities, Colleges of Education, Polytechnics, etc. Hence it is interesting to note that all above mentioned bodies work with teachers, etc. along with their various heads of the institutions to ensure that education can be used as a tool for national reconciliation, integration, and economic recovery from the school setting. With all of the issues in education, it is pertinent to understand the meaning of education by some scholars that have attempted to put their opinion on what the definition of education should be, to enhance national reconciliation and integration and economic recovery and in turn be able through educational knowledge motivation, develop the capacity and quality of teacher, managers in the educational sector and its personnel.

THE CONCEPT OF EDUCATION/EDUCATION POLICY (RESEARCH)

In the examination of issues in education around its personnel in order to make good use of it human capacity, it beholds on organizations to see and plan how the education can be used to coordinate the activity of that organization and institution for learning endeavours to be properly gained through education to achieve effectiveness in personnel development.

The concept of education has been research into by scholars over the years, and several definitions have been given. For example, John Dewey in Ololube (2006, 2009) posited that education is the development of all those capacities in the individual environment in order to fulfil his responsibilities. According to them, education is the total or aggregate of all the process by which a person develops abilities, attitudes, character and other forms or type of behaviour that bring practical values in the society they live. They further posited that the social process by which people are subjected to the influence and control by the environment is traceable to that of school, which in turn brings social competence and ultimately produce optimum capable individual development.

In the work of Cannon (1957), cited in Uriah et al. (2016) and Uriah et al. (2020), education is the process by which society through schools, such as primary, secondary, polytechnics, universities and Colleges of Education, monotechnic including any form of institution deliberately transmit its cultural heritage, store knowledge, moral (Ajah, 2016), skills and values from one generation to another. Thus, education is the light to “ever unknown” word of knowledge.

EDUCATION POLICY FOR NATIONAL RECONCILIATION AND ECONOMIC RECOVERY

According to the National Policy on Education (FRN 2014), the ultimate goal of education is to foster national consciousness and foster national unity, values, attitude and character for the purpose of existence and survival of individual groups in Nigeria as a community. The philosophy and goals of education as a nation is government being able to realize and use education as a tool and further develop and identify the overall philosophy that is grouped into two (2) main goals:

- That Nigeria lives in unity and harmony through invisible, indissoluble and democratic principle, which will in turn make Nigeria a sovereign nation founded on the principle of freedom, justice and equality to its citizens that summarises the answer of reconciliation through its education policy.
- Promoting an Inter-African solidarity and world peace through understanding with one another (Ache, 2019).

However, the five (5) national goals of education that serves as the foundation for National policy on education are linked by the personnel that drive this policy for proper execution and implementation of these policies toward effectiveness, goal achievement. For instance, these goals are as follows:

- a. To have a free and democratic society
- b. To have a just and egalitarian society
- c. To have a united, strong and self-Reliant nation
- d. To have a great and dynamic economic
- e. To have a land full of bright opportunity for all citizen

Education Policy Goal A (A Free and Democratic Society): Because education drives democracy, you will see the issues of the human resource that is at the centre of the policy in which democracy is mentioned for educational and political emancipation emergence as a goal that should drive our educational policy in all the sector of our society to develop. This explains the reason why an individual without any form of basic interact education certification may find leadership position difficult to function effectively. For instance, as a teacher, what will you teach the students if you are only certified on paper, but an illiterate in content delivery? Then how can this individual govern or lead without the light of education? The question then is how suitable can such personnel be integrated and reconcile on his /her job for the organization as a worker to make useful economic gain in the organization as personnel without education? This to my mind explains the reason why education is the key to success to the development of the personnel, the government, educational institutions, and the achievement of reconciliation, integration and economic recovery.

Education Goal Policy B (A just and Egalitarian Society): looks at being just and being just is equality, fairness and merits. Unfortunately, our education policies are not fair with teachers' recognition and motivation while the teachers are not fair to students. When teachers allow some

unmerited students pass their subject and courses even when they should fail, but pass either through examination malpractice or through sex for good performance or grades.

Education Policy Goal C (Have a United Strong and Self-Reliant Nation): The mother and father of all profession is education. Any united strong and self-reliant nation that does not take the issue of education as its number one priority in budgetary allocation, execution implementation of educational policies, etc. is no go area for negotiation in planning. Thus, the development of Nigeria will be faster when our educational system is built strong with less corruption and issues around its personnel's. Thus education is still the only instrument that can be used to achieve goal.

Education Policy Goal D (A Great and dynamic economy): The word dynamism comes with change and change is inevitable in the educational world for global competitiveness that drives all reliable economy of world. Thus, how sellable and dynamic are our teachers in the 21th century? The gains made in such educational research can boost our economy production for gainful employment all over the country also brings about the natural recognition, integration and for real economic recovery among the workforce of the nation.

Education Policy Goal E (A land full of bright opportunities for all citizens): When there is true democratic practice, that is (just) to all in the country irrespective of tribe language etc., combined with a United and strong educational system that is reliable in all states of the federation, then a great and dynamic economy should be expected to take place on the land of Nigeria, full of brighter opportunities for all its citizen. Thus, managing personnel issues for national reconciliation and integration and economic recovery is possible with all personnel that work in the following organization, etc.:

- Education institution;
- Government institution;
- Private institution;
- Religion institution; etc.

Concept of Personnel Management in Education

One fundamental truth about any issue in the management of personnel in achieving success in reconciliation, integration and economic recovery, is the fact that there is no organization, academic institution, cooperate company, governmental organization and government, etc. that can achieve its stated objectives and goals of such institution without the involvement of personnel management, which deals with human being that work in the organization, which is also known as human resource in any organization.

As opined by Ololube (2019) personnel management or human resources plays very important roles and values in contributing quality approach to the management of institution and organization because they are the irreplaceable asset; that is human working towards plans and personal contribution to the attainment of goals of any organization.

Personnel management looks at issues of establishment laid down rules for the engagement or employment and payment of teachers, it gives order and condition that gives self-direction by staff in the performance of their responsibilities or function of ethics, which in turn

plays foundational roles towards the management and the administration of teaching and non-teaching staff in educational settings (Ololube, 2019). In other words, Ololube saw personnel management issues as first line of duty to the establishment of any organization even before it comes to existence or function as an organization it has to start within the personnel managers.

Although the concept personnel management in the school setting has the totality of happening around managing issues of personnel in schools, it captures the following:

- The teaching staffs;
- Non-teaching staff;
- The laboratories attendants;
- The messengers;
- The gardeners;
- The hostel masters/ mistress;
- The post mail master;
- The security (gate keepers), etc.

In the work of Ololube (2017), human resource managers at the secondary levels, are all the human being working in the schools including the teaching staff, non-teaching staff, the laboratory attendants, the schools security guards, the clerk, etc. Thus, Ololube (2009) posited that all these personnel are classified into 2 as illustrated in the Table 1:

Table 1: Classification of personnel

Teaching Staff (Professional/Non-Professional)	Non-Teaching Staff
The subject teachers in the schools with professional qualifications in teaching (B.Sc. Ed., B.Ed., NCE.)	These are the personnel that do not teach
Then non-professional teachers with B.Sc. without enabling teaching certificate for teaching.	Employed to support and give services outside teaching.

Again, the issues of personnel management in education is aimed at using dynamic educational policy, plans and programme for the actualization of goals and objective at all level of our educational institution which in turn can be used for the much needed national reconciliation and integration and economic recovery. For instance, the introduction of a harmonised salary structure that will reflect and show the appreciative level of motivated work done by the teachers and the non-teachers in all schools in Nigeria, may bring about national integration and reconciliation to the personnel and a sense of belonging, and then transform the economic fortune of the teachers.

School Heads and National Reconciliation for Personnel Effectiveness

One of the problems facing our school heads at all levels of education in the country is the issue of ethnicity. The issue of ethnicity is very complex in the teaching profession due to high ethnic considerations in the appointment of heads of institutions and sometimes recruitment of teaching and non-teaching staff. The son-of-the-soil syndrome inhibits recruitment based on competence and also plays down on the national identity of schools; thereby blocking integration.

Ethnicity is a silent killer and a monster among heads of schools in an administration that sometimes may be used and is still used as a tool against personnel that are non-indigenes by marriage or origin. Ethnicity may be used in the following ways:

- To deny non-indigenes certain privileges in school such as appointments to principal or head teachers;
- Denial of promotions to non-indigenes
- Denial to freedom of association, etc.

The question is how can such personnel working in such a hostile environment bring out their best towards the interest of achieving national reconciliation, integration and economic recovery in the country where they are silently oppressed and marginalized because they are not from that ethnic group, but must work and resided in the ethnic group and the same country.

Hence to my mind for school administration to be good managers of their personnel, be it school or any organization should discuss the issue of ethnicity at the point of appointment letter, and the option should be given to the teacher or the personnel to enable them to make theirs from arrival. This may help the human resource aspect of the schools to be properly integrated and reconciled to the environment they work and then bring about economic recovery in all sectors of our human endeavor, since education carries and drives all the sectors of our society.

Harmonization of Salaries for Teachers Motivation

The harmonization of teachers' salaries in schools at all levels of education is another factor that could bring motivation to work (Herzberg et al., 1959). Harmonization of salary structure means ensuring that the salaries of teachers are increased or enhanced for teachers' motivation in the educational system to be appreciated. For example, in some States of Nigeria, and all over the country as a federation, teachers' salaries scale or structure differ from state to state. For example, a teacher in Bayelsa State post-primary school in grade 15 may take home 150,000 naira, whereas a teacher in the post-primary school Imo State, takes home less pay with a colleague on the same rank and salary scale.

This disparity in pay salary structure has not helped the issue of integration and economic recovery for productivity to be properly utilized, in terms of motivation of teachers. In the study by Ibaba (2021), she posited that motivation is a key issue for managers and administrators and teachers, she posited that the impact on job and satisfaction brings greater productivity to workers teachers in the organization.

In other words, the harmonization of salary structure in Nigeria should be the same structure across all teachers of the sector, in which every state of the federation, either the public educational institution or private educational institution will be paid the same salary structure based on the same service grade, this will bring real reconciliation and integration into the education sector and economic empowerment which in turn could transform the educational system towards economic recovery for the human resource base for effective service delivery.

Education and Quality Infrastructure for Personnel

Quality infrastructure is needed for the effective integration of personnel in the system and in the usage by persons working in that organization. This is because without infrastructure our

educational goal will be ineffective which cuts across the teachers, students, non-academic staff, the laboratories, the classroom, quality classroom building, good table tennis cut, and good playground for the students. Quality infrastructure in the context of this paper refers to the level of modern relevant equipment that is used to impart teaching and learning in the classroom, this includes (Olayemi, 2012; Ogeh, 2023):

- Modern school building;
- Modern well-equipped computer centre with internet;
- Modern security office gadgets to detect any challenges in the school, etc.;
- Modern library with state-of-the-art facilities.

Now it is important to note that the entire infrastructure is used by the personnel to bring about effectiveness in service delivery in our educational sector, whereas, the lack of quality infrastructure can cause brain drain. This has to do with the government's inability to provide good infrastructure for its educational system, and that in turn affects the smooth efficiency of the educational system, even it has to do with the ability to develop abilities by students with interest in research (Ololube et al., 2024).

In other words, quality infrastructure brings about quality education that impacts both the teachers, students and parents. It also brings about quality personnel development towards effectiveness delivery in the discharge of personnel achievement goals towards national integration (Unya & Atuonwu, 2021), reconciliation and economic recovery in our educational sector.

Education and Integration

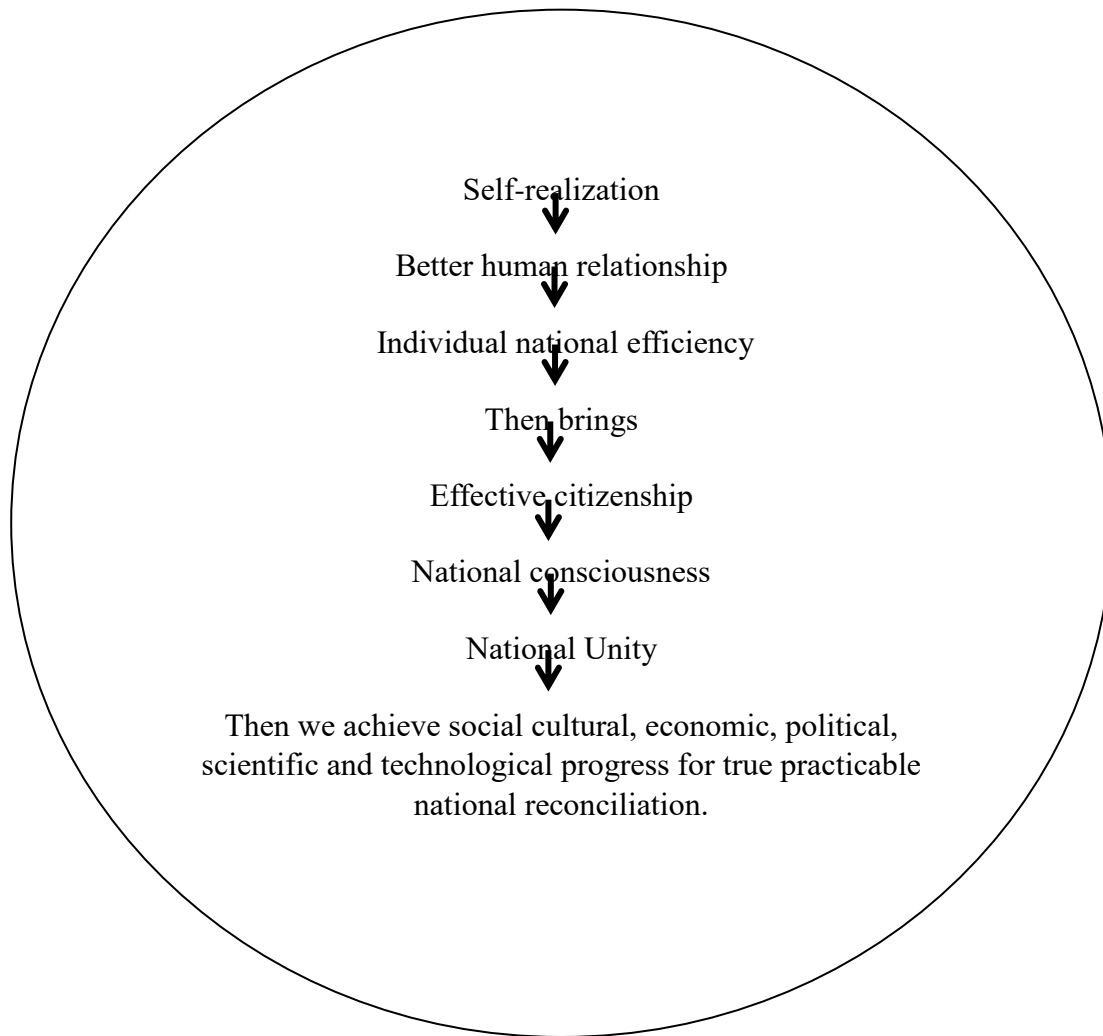
National integration could mean different things to different people or groups of people. I see national integration as a nation being able to provide education free for its entire citizens as ensured in National Policy on Education (FRN, 2014, p. 7, paragraph C). It also goes further to posit in paragraph D, stressing the need for functional education for the promotion of relevant and practicable abilities that education gives to give direction and also determine the individual interest.

That is to say, education should be used as a tool for national integration at any level of education and for any individual that attends school programmes including the curriculum which gives direction execution of content and implementation.

Education and National Reconciliation

National reconciliation is another word for unity, for the benefit of this study I like to see national reconciliation as the ability to use education to reconcile our differences to achieve harmony and stability in learning by leaders. Thus, national policy (FRN, 2014; P4) posits education in Nigeria as an instrument “per excellence” that will bring impactful, effecting and transformative national development to our communities, states and Nigeria as a country. Hence National Policy on Education (2014) page 7, paragraph G, it posits that the philosophy for reconciliation or harmony with the natural goals should be expected and towards the following as shown in figure 1.

Figure 1: Education for National reconciliation illustration



Using education for national reconciliation is another reason for the establishment of federal unity schools in the country. A situation where a child from the northern part of the country can write the federal common entrance examination and is admitted to any federal government college in the southern part of the country or vice versa had helped to promote national unity

Education and Economic Recovery

For any nation to fully recover economically, the education sector must be used to develop its economy for effective economic gain through its political leadership. This creates the awareness of factors of production to be effectively utilised to achieve this fundamental objection. In the work of Uriah et al. (2020), they posit that a dynamic economy could help to avoid the over-dependence on oil that makes our economy a mono-economy in the community of the nation. Thus, the FGN national policy (2004, 6) (item 6) calls it a great and dynamic economy that education policies the economy can transform.

CONCLUSION AND RECOMMENDATION

The paper concluded that in tackling issues of human resources, it is important government to look at areas of interest of teachers like motivation that draws the harmonization of salaries in all organisations of education. The paper recommends that reviewing of educational curriculum in harmony with national policies on education is crucial in the issues of personnel in the education sector. This must be resolved towards achieving national reconciliation and integration and economic recovery in the country.


Again, the issues of all school head in managing its personnel that are non-native in avoiding ethnic consciousness of the teachers or personnel working with fear or frustration is another way of reducing problem facing personnel, that could bring about quality goal attainment in achieving integration, reconciliation and economic recovery in issues of personnel in educational sector. This is because the personnel will build better human relationships and become effective citizens that drives national unity and integration, quality infrastructure and educational professional certification also drive some of the issues that can be solved in issues of personnel in the educational setting in the country which will then bring about effective service delivery from the teachers in all sectors of education.

Finally, education should be used as a tool to drive all the sector of our human endeavour for the stated objectives of that organization to be achieved, when education is properly utilized.

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