

**EFFECTIVE PERSONNEL RELATIONSHIP AS A TOOL FOR FOSTERING
PEACEFUL COEXISTENCE IN PUBLIC SECONDARY SCHOOLS IN OLUYOLE
LOCAL GOVERNMENT AREA OF OYO STATE**

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Abstract

Success of every organisation depends on the implementation of the set objectives and relationship among the human resources. This study, thus, investigated the effective personnel relationship as a tool for fostering peaceful coexistence in public secondary schools in Oluyole Local Government Area of Oyo State. Descriptive survey research design was adopted in carrying out the study. The population of the study was all teachers in public secondary schools in Oluyole Local Government Area of Oyo State. Multi stage sampling was adopted. The study sampled 10 public secondary schools through simple random sampling technique. In each school, 15 teachers were randomly selected. A total of 150 respondents were used for the study. The research instrument adopted was a self-developed questionnaire titled "Effective Personal Relationship and Peaceful Coexistence in the School Organization Questionnaire". Content validity of instrument was done by the experts in Educational Management and Teacher Education after which modifications were made. Also, a reliability coefficient of 0.85 was obtained using alpha Cronbach. Pearson Product Moment Correlation analysis was used to analyze the three hypotheses at 0.05 level of significance. It was found that decision making and fostering peaceful coexistence in public secondary schools were significantly related($r=0.52;p<0.05$), delegation of duties and fostering peaceful coexistence in the school organization in public secondary schools in Oluyole Local Government were also significantly related($r=0.67;p<0.05$) and finally, significant relationship existed between communication network and fostering peaceful coexistence in the school organization in public secondary schools in Oluyole Local Government($r=0.46; p<0.05$). Recommendations were made that school principal should embrace

decision making as an instrument that foster peace coexistence, principal should see communication as a tool of success and school administrators should be able to delegate duties to his/her subordinates for effective outcome of secondary education objectives.

Keywords: *Personnel relationship, Fostering, Peaceful coexistence, Public secondary schools, Oyo State*

Introduction

In every organization, the basic components are purpose, people, structure, technology, external environment and the dominant value system. Aide (2007) deposited that of all tools in management (men, machine, material, money and market), without any iota of doubt, the most important is men. Men are the only animate instrument that is capable of achieving the other 4M's or making them moribund and hence affect positively or negatively the purpose of a system. Personnel management, otherwise referred to as human resource management is concerned with the people dimension in management. Aja-Okorie(2016) perceived personnel management as an important management function concerned with obtaining, developing and motivating the human resources required by an organization to achieve its objectives.

Thus, personnel management is responsible for activities such as recruitment and selection, training, wage and salary administration, establishing staffing ratios, benefit planning and productivity. It is their responsibility to develop and recommend policies and procedures which will contribute to the achievement of the goals in the educational system. The functions of personnel are to select, train, develop, assimilate and remunerate teachers (Aja-Okorie, 2016). Managing teachers is that part of school management function which is concerned with teachers at work and their relationship within the educational enterprise. It seeks to bring together and develop into an effective educational organization, men and women who make up the teaching workforce, enabling each to make his/her own best contribution to its success.

Management of teaching workforce involves a number of strategies that begins and maintain activities toward the achievement of personal and organizational goals. Omebe (2001) is of the view that

well managed teachers will always look for better ways to do their teaching job. They are more quality oriented and more productive. Management of teachers can be through the adoption of these management strategies; supervision, in-service training and compensation among others. Hence, any teacher that enjoys the influence of the above named strategies is bound to give all his best in discharging his or her duty because he would derive the satisfaction of being a teacher, which in-tum will boost his/her productivity.

Organisation itself is a system of behaviour and so communication is one of its main attribute. Akinlolu (2014) who submitted that all the components of the organisation must work together to achieve the set goals of the organisation and the main tool for this is communication. He further pointed that communication is an essential tool of an organizational success. Drucker (2011) contributed to this issues by stating that within the school organization, vital decisions are made at all levels, beginning with individual professionals and teachers who know more about their areas of specialization than anybody else. In the same vein, it is also wrong to assume that decision making is only crucial for effective strategic planning. Whereas, many key managerial decisions are taken not only to facilitate planning, but to enhance organizing, staffing, directing, controlling, coordinating and budgeting functions of an executive. By implication therefore, making good decisions is a crucial factor in the success of everyone in the education sector and attainment of education objectives.

On the other hand, peace education provides people with tools to relate to themselves, to their immediate environment and to the world. Koschmann, 2012) agreed that to achieve this, it works on cognitive, affective, moral and political aspects, developing content that conveys concepts, teaches procedures and encourages attitudes in favor of peace. Overall it seeks to teach people to be able to live and coexist in this context. This is the teacher's great challenge: educating people, people with personal autonomy who may have their own children in the future, who are members of a community and citizens of a globalized world (Niculae, Gherghita and Gherghita, 2006).

Teachers must educate people in all basic skills that the 21st century requires of them, some of which are closely related to peace education. This is a task involving great responsibility, According Spaho (2013), outlined two main choices are open to teachers:

- One that positions the school as a space for coexistence. It is a fact that children interact and relate each day among them and with teachers and the school staff. From all these everyday experiences, boys and girls indisputably learn models of relation, organization and citizenship.
- One that positions the school as a center of learning, where there is educational space and time in which a planned curriculum must be taught through scheduled educational sequences. How the curriculum is determined, educational sequences are scheduled, school and classroom life is organized, and how the construction of positive personal relations is overseen has a lot to do with peace education

Ndagi (1995) in (Akande, 2014) categorized the main objectives of secondary education into six strands as follows:

- (a) Development of permanent literacy and numeracy in children.
- (b) Development of the ability to communicate effectively.
- (c) Training for further education and preparation for trades and crafts of the locality.
- (d) Development of good morals.
- (e) Development of the basis for good physical health education.
- (f) Development of the basis for scientific and reflective thinking.

However, judging from poor work environment of Nigerian secondary schools, all these objectives as specified in the National Policy on Education are hardly achievable. Filak and Sheldon (2003) pointed that in every educational arrangement, the accomplishment lies in the obligation of the teachers. Therefore, the relevance of teacher relationship is very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and performance. In other words, professional knowledge, skills competencies can be seen when it is taking on and mastering challenging tasks directed at educational success and performance. In addition, teachers' need to make and take decision, delegate duties and communicate effectively to improve their teaching performance (Akande, 2014).

The public and parents have argued that government's position concerning the teachers' job performance is not encouraging. They accuse the teachers of negligence, laziness, purposeful lethargy and lack of dedication and zeal to work. They further argued that teachers' level of efficiency and effectiveness do not necessitate the constant request for salary increase, incentives and better working conditions. While teachers on their part argued that the existing salary structure, benefits and working conditions do not satisfy their basic needs. Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard-work and commitment from its teachers.

In previous studies, researchers have identified among other problems bedeviling education and teachers. Peace education, taken together with *non-violent discourse*, is concerned with providing consistency between the ends and the means. At school, that means planning not just *what* we teach, but also *how* we teach, in order to ensure that by asking how (methodologies and structures), students will also learn the content (Robbins, Judge, Millet and Waters, 2008). Thus, it is important to make sure that everyday life in the classroom and the school corresponds to the school's curricular objectives and educational aims. Peace education understands that everyday life in the small social setting of the classroom is a good resource for achieving its objectives.

Consequently, educating for a culture of peace in the context of a school dovetails with educating for coexistence: both deal with working on the dynamics and conditions of the relations between people so they become harmonious, respectful and enriching, while ensuring equitable, democratic and transparent social organization. Teaching global and peaceful citizenship in schools comes through education in peaceful coexistence (Robbins, Judge, Millet and Waters, 2008). Ensuring a peaceful structure at school require that creating a climate of learning, affection and trust which could hold creativity group activities at some moments during the year.

The central purpose of any organization is to achieve stated objectives. School, like any other organization, has its own stated objectives or goals which all members of the school system strive at all

times to meet. Therefore, there is need for delegation of duties, share personal news and celebrations, celebrate the end of year, improve communication channels, participation and group decision-making processes in the classroom, as well as with teachers, departments or committees (Akande, 2014). Based on this, Gale (2012) acknowledged that duties delegation ensures a good level of coordination and establish mechanisms for everyone's participation, the organization has to allow for the greatest level of decision-making possible to all the people and groups who form part of it.

Mayfield (2000) established that high levels of employee loyalty have been linked to an estimated 11 percent boost in productivity. Loyal workers enhance an organisation's reputation in the job market. Some researchers such as Graen and Bien (1995); and Robbins (2001) have concluded that workers' performance, job satisfaction and retention are strongly influenced by relations with the immediate supervisor and of course through communication. Campbell (2012) explained that managers must explain to employees why decisions are made, that communication must occur in timely manners, that important information must flow continuously, that direct supervisors and other leaders must explain the specific implications of environmental and organisational changes to each level of worker; that employees responses to leader communications are validated.

Also, Richmond and Mccroskey (2005) established that communication is the main tool for every type of relationship. Organisational communication must be taken seriously by the practitioners in industrial relations with the aim of having the goals of the organisation achieved, the employees satisfied, the consumers and other stakeholders satisfied and to avoid as much as possible unnecessary labour unrest. School managers and other officers (staff) that are responsible for the running of the school organisation must know this all important aspect of organization functionality.

Application of the Organisational Classical Theories to the Educational System

Classical organization theory evolved during the first half of this century. It represents the merger of scientific management, bureaucratic theory, and administrative theory. Frederick Taylor (1917) developed scientific management theory (often called "Taylorism") at

the beginning of this century. His theory had four basic principles: 1) find the one "best way" to perform each task, 2) carefully match each worker to each task, 3) closely supervise workers, and use reward and punishment as motivators, and 4) the task of management is planning and control.

The classical writers viewed organization as a machine and human beings as components of that machine. They were of the view that efficiency of the organization can be increased by making human beings efficient. His methods involved getting the best equipment and people, and then carefully scrutinizing each component of the production process. By analyzing each task individually, Taylor was able to find the right combinations of factors that yielded large increases in production. The philosophy of "production first, people second" has left a legacy of declining production and quality, dissatisfaction with work, loss of pride in workmanship, and a near complete loss of organizational pride.

Taylor's Scientific Management Approach is based on the concept of planning of work to achieve efficiency, standardization, specialization and simplification. Acknowledging that this approach was to increased productivity in educational sector of Nigeria, as the school curriculum and plans were prepared to suit this management approach (Okunola, 2000). By analyzing each task individually, Taylor was able to find the right combinations of factors that yielded large increases in production. However, while Taylor's scientific management theory proved successful in the simple industrialized companies at the turn of the century, it has not fared well in modern companies. The philosophy of "production first, people second" has left a legacy of declining production and quality, dissatisfaction with work, loss of pride in workmanship, and a near complete loss of organizational pride (Scott,1981).

Statement of the Problem

Personnel affiliation among staff in the secondary schools is very paramount to attainment of educational objectives. However, in recent years, it seems that some fundamentals ideologies such as decision making, delegation of duties (from principal to sub ordinates) and good communication that are paramount to the enhancement of fostering peaceful coexistence in the school organization are lacking. This has been a matter of concern to education stakeholders. These basic lapses

could lead to poor administration and unattained educational objectives. Thus, this paper attempts to examine effective personal relationship as an enhancement of fostering peaceful coexistence in the school organization in public secondary schools in Oluyole Local Government Area of Oyo State.

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

Ho1: There is no significant relationship between decision making and fostering peaceful coexistence in the school organization in public secondary schools in Oluyole Local Government Area of Oyo State.

Ho2: There is no significant relationship between delegation of duties and fostering peaceful coexistence in the school organization in public secondary schools in Oluyole Local Government Area of Oyo State.

Ho3: There is no significant relationship between communication network and fostering peaceful coexistence in the school organization in public secondary schools in Oluyole Local Government Area of Oyo State.

Methodology

Descriptive survey research design was adopted in carrying out the study. The population of the study was all teachers in public secondary schools in Oluyole Local Government Area of Oyo State. The study sampled ten public secondary schools through simple random sampling technique. In each school, fifteen teachers were randomly selected. A total of one hundred and fifty (150) respondents were selected. The research instrument adopted was a self-developed questionnaire titled "Effective Personal Relationship and Peaceful Coexistence Questionnaire" (EPRPCQ). Content, construct and face validity of instrument were done by the experts in Departments of Educational Management and Teacher Education after which modifications were done. The instrument was divided into two (2) sections. Section A dealt with the respondents personal data such as: name of schools, age, sex and class. Section B consisted of 15 items on four point Likert rating scale such as Strongly Agree (SA) = 4 points, Agree (A) = 3 points, Disagree (D) = 2 points and Strongly Disagree (SD) = 1 point. A total of 150 copies of questionnaire were administered. Also, a reliability coefficient of 0.85 was obtained using alpha Cronbach. For this study,

the researcher used Pearson Product Moment Correlation Coefficient analysis to analyze the three hypotheses at 0.05 level of significance.

Findings and Discussion

Hypothesis 1: There is no significant relationship between decision making and fostering peaceful coexistence in public secondary schools in Oluyole Local Government Area of Oyo State

Table 1: Relationship between Decision Making and Fostering Peaceful Coexistence in the School Organization

Variables	N	Mean	Std. D	r	Df	Sig.	Remark
Decision making		4.76	1.47				
Peaceful Coexistence in the School Organization	150	9.32	2.15	.52	148	0.05	Sig.

Table 1 displays the relationship between decision making and fostering peaceful coexistence in public secondary schools in Oluyole Local Government Area of Oyo State. The results show $r = 0.52$; $p < 0.05$). It means that there was a significant positive relationship between decision making and fostering peaceful coexistence in the school organization.

Hypothesis 2: There is no significant relationship between delegation of duties and fostering peaceful coexistence in the school organization in public secondary schools in Oluyole Local Government Area of Oyo State

Table 2: Relationship between delegation of duties and fostering peaceful coexistence in the school organization

Variables	N	Mean	Std. D	r	Df	Sig.	Remark
Delegation of duties	150	6.21	2.02				
Peaceful Coexistence in the School Organization		9.32	2.15	.67	148	.005	Sig.

Table 2 shows relationship between delegation of duties and fostering peaceful coexistence in public secondary schools in Oluyole Local Government Area of Oyo State. The results revealed that $r = 0.67$; $p < 0.05$. It means that there was a significant positive relationship between delegation of duties and fostering peaceful coexistence in the school organization.

Hypothesis 3: There is no significant relationship between communication network and fostering peaceful coexistence in the school organization in public secondary schools in Oluyole Local Government Area of Oyo State

Table 3: Relationship between communication network and fostering peaceful coexistence in the school organization

Variables	N	Mean	Std. D	r	Df	Sig.	Remark
Communication	150	4.82	1.74				
Network		9.32	2.15	.46	148	.005	Sig.
Peaceful Coexistence in the School Organization							

Table 3 shows that there is a relationship between communication network and fostering peaceful coexistence in public secondary schools in Oluyole Local Government Area of Oyo State. It is revealed that $r = 0.46$; $p < 0.05$). It means that there was a significant positive relationship between communication network and fostering peaceful coexistence in the study.

Discussion of Findings

From hypothesis 1, the result displayed that there was significant relationship between decision making and fostering peaceful coexistence in the school organization. The results revealed positive relationship among staff, implied that decision making fosters peaceful coexistence in the school organization. Therefore, the significant relationship between decision making and fostering peaceful coexistence in the school organization.

This is in line with the view of Spaho (2013) that the relationships between school principals and staff cannot be overlooked. They need to make rational decisions and work together for a common

organizational goal. A school as an entity cannot succeed without the co-operation of several individuals within the school.

From Table 2, result revealed that there was a significant relationship between delegation of duties and fostering peaceful coexistence in the school organization. The positive significant relationship implied that delegation of duties fosters peaceful coexistence in the school organization. The enhancement of the delegation of duties in the school will lead to effective management of public secondary schools. Therefore, the relationship between delegation of duties and fostering peaceful coexistence in the school organization is very germane.

This study agreed with the opinion of Trebilcock (2011) that says that labour relations is the system in which employers, workers and their representatives delegation of responsibility directly or indirectly. Thus, labour relations system incorporates both societal values and techniques, while both private and public interests are at stake in any labour relations system.

From table 3, result showed that there was a significant relationship between communication networks in the school which better and fosters peaceful coexistence. The positive relationship implies that communication network raises peaceful coexistence in the school organization. The enhancement of the communication network in the school will lead to effectiveness management of the schools. Therefore, good relationship and communication network encourages peaceful coexistence in the school organization. This study supports the view of Akinlolu (2014) who submitted that all the components of the organisation must work together to achieve the set goals of the organisation and the main tool for this is communication. He further pointed that communication is an essential tool of an organizational success.

Conclusion

Personnel and management resources are paramount for the improvement of school system. If our education is to achieve the national goals, then, well-trained, well-qualified and efficient educators are absolutely essential. Thus, no educational system may rise above the quality of its teachers, is an old academic. Therefore, acquiring teacher's services, developing their skills, motivating them to high

levels of productivity and ensuring that they continue to maintain their commitment to the organization are essential to achieving school organizational goals. Without delegation of duties, good communication and good decision making among the school personnel, delivery of instructions in the school will be difficult. Effective management can exist when there is understanding between personnel in the schools which consequently leads to rapid development and attainment of educational objectives.

Recommendations

Based on the findings of the study, the following recommendations were made:

- There is need for school principal to embrace decision making as an instrument that foster peace coexistence. Thus he/she must involve the staff.
- Principal should see communication as a tool of success. He/She need to relate with his staff. This would promote better smooth administration.
- The school administrators should be able to delegate duties to his /her subordinates for effective outcome of school goals.
- There is need for media agencies to involve in show casing peace as only tool of peace and development.
- Government should recruit more professional teachers, because this will assist teachers to put in more effort and resources towards the development of education.

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