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TEACHERS' MANAGERIAL FUNCTIONS AND NATIONAL DEVELOPMENT IN NIGERIA

N.J.K. ABDULLAHI

Abstract

This study investigated the relationship between Teachers' managerial functions and national development in Public Senior Secondary Schools in Kwara State. To achieve this, two hypotheses were formulated and tested. Descriptive research design was used for the study. A self-constructed questionnaire titled: "Teachers' Managerial Functions and National Development Questionnaire" (TMFNDQ) was used for data collection. Pearson product moment correlation statistics was used to test the hypotheses at 0.05 level of significance. The findings of this study revealed that there was a significant relationship between teachers' planning of lesson and national development with $r(162) = 0.95, p < 0.05$, there was a significant relationship between teachers' evaluation of lesson and national development with $r(162) = 0.87, p < 0.05$. It was, therefore, recommended that school teachers should continue to maintain appropriate planning of lesson towards national development. Furthermore, teachers should continue to provide regular evaluation of lesson so as to achieve national development.

Keywords: Teachers' managerial function, National Development

Introduction

The role of teachers cannot be overemphasized because of their academic role as instructional facilitators, supervisors and evaluators. Teachers can be called national developers with their sacrifice and caring attitude in molding of students' character towards the achievement of educational goals. According to Peretomode (1996) as cited in (Abdulkareem, (n.d.), teacher is someone recruited to impact knowledge in learners in a classroom with the aim of achieving educational goals and objectives. Teacher as a classroom manager needs to be more concerned about the proper ways of planning the lesson to be taught as well as adequately evaluation of the lesson being taught in the classroom for the betterment of students towards national development (Abdulkareem, n.d.). Specifically, this study examines planning and evaluation as part of managerial functions of the teachers.

A teacher as a manager focuses on planning and carrying out a detailed plan on how classroom will be operated. This includes expectation on behaviour, clear and specific objective of the lesson, adequate provision of instructional materials for student's activities, maximizing classroom space for ease of movement of students and measurable outcomes for students' progress. Planning lesson organization involves advance planning of lesson from the beginning to the end using variety of procedures. This means utilizing classroom techniques by focusing on the whole class rather than on individual student and his/her behaviour throughout the lesson so as to maintain a consistent learning environment for the achievement of national development.

Teacher, as an evaluator and reporter, judges students by marking, rating and differentiating

students on the basis of their intellectual skill in order to take decision on the students to be promoted or demoted in the classroom. National development of any country implies the capacity of that country to improve its quality education, medical facilities and care, social amenities among others. The ability of teachers to manage the behaviour of students is critical to achieve positive national development.

The theoretical framework of this study is based on Path-Goal theory of leadership as cited in Durosaro & Ogunsaju, (2002). This theory holds that managers can facilitate good performance by showing staff/followers how their performance directly affect their receiving desired reward. Four leadership behaviour associated with Path-Goal theory are (i) directive (ii) supportive (iii) participative and (iv) achievement orientation. This can be applicable in the school system in that teacher as a classroom manager may employ all the four behaviour by telling or sharing already planned knowledge with students and supporting them by being friendly and have interest in students in order to generate enthusiasm for learning among the students for them to participate. Teacher also establishes challenging goals in terms of progressive measure of students learning, provides an immediate feedback to reinforce students' learning and shows evidence of attainment of lesson objective (evaluation) for the purpose of achieving educational goals and national development.

William & Aniefiok (2014) investigated the role of teacher education and Nigerian teachers in national development. Sample of 118 respondents were selected using stratified random sampling techniques. Data collected was analyzed using Pearson Product Moment Correlation to test the hypotheses. The finding showed that there was a significant relationship between Nigeria teachers' professional roles and national development in Cross River State, Nigeria. The study is related to current study in that teacher education is considered as one of the weapon to achieve national development. However, the study left a lot of gaps in that it did not examine teacher managerial functions for achieving national development. The current study is different and unique in the sense that it uses different managerial functions of teacher (planning and evaluation) which serve as a critical variable to achieve educational goal towards national development. This is what this study set out to fill.

Statement of the Problem

Published research have placed more emphasis on principal as the only manager of school, known to the present researchers, and comes from relatively studies such as those by (Adeyemi, 2011; Kadir, 2014; Abdullahi & Abdulkareem, 2015). However, observation in much school system shows that the performance of teacher could perhaps have serious impact in the management of school for achieving educational goals towards national development. The indication of effective planning and evaluation of classroom lesson are phenomena that call for urgent attention in public senior secondary schools due to population density with availability of limited resources to cater for the needs and expectations of the society. Hence there is need for a study focusing on teacher as part of those charges with the responsibilities of seeing to the smooth running of the classroom and the school at large. These and many others related issues motivate the researcher to investigate teacher managerial functions and national development in Kwara State senior

secondary schools, Nigeria.

Objectives of the study

The objectives of the study are:

1. To examine the relationship between teachers' planning of lesson and national development in Public Senior Secondary Schools in Kwara State and
2. To investigate the relationship between teachers' evaluation of lesson and national development in public senior secondary schools in Kwara State

Research Questions

The following research questions were raised and answered in this study:

- RQ₁:** How do public secondary school teachers plan their lesson in public secondary schools in Kwara State?
- RQ₂:** What is the method of lesson evaluation used by teachers in public secondary schools in Kwara State?

Research Hypotheses

To guide the conduct of this study, the following hypotheses were formulated:

- Ho₁:** There is no significant relationship between teachers' planning of lesson and national development in public senior secondary schools in Kwara State.
- Ho₂:** There is no significant relationship between teachers' evaluation lesson and national development in public senior secondary schools in Kwara State.

Research Methodology

The study adopted a descriptive research design. The population for this study was 279 principals from Kwara State Government Secondary Schools spread across the three senatorial districts of the State. One hundred and sixty two public secondary schools across the three senatorial district were drawn by the use of Krejcie and Morgan's (1971) table for determine sample size from a given population. Simple random sampling technique was used to select 162 principals from the sample schools in order to ensure that all categories of principals were given equal chance of being selected. The last stage involves the use of simple random sampling techniques to select 162 schools in three senatorial districts.

The instrument used for data collection for this research was self-constructed questionnaire titled Teachers Managerial Functions and National Development Questionnaire (TMFNDQ) was used for the study. The instrument is in two sections; section A contains personal information of the principals, while section B elicited information concerning teachers' management functions. The instrument was validated by the experts in the Department of Educational Management, University of Ilorin. Its reliability was determined with the use of Cronbach's Alpha to obtain a reliability index of 0.78. The instruments were administered with the help of research assistants to the principals of the sampled schools. This method facilitated on the spot collection of the completed copies of the instruments. Pearson product moment correlation coefficient statistic was used to test the hypotheses at 0.05 significant level.

Data Analysis and Result

Weighted mean and standard deviation were used to provide answers to the research questions raised.

Research Question one: How do public secondary school teachers plan their lesson in public senior secondary schools in Kwara State?

Table 1: Teachers' Planning of Lesson in Public Senior Secondary Schools in Kwara State

S/N	Teacher planning of lesson	Response of Principals		
		Mean	SD	Decision
1.	Teachers plan lesson in logical and sequence	2.90	.979	Agreed
2.	Teachers' lesson contains clear and specific objectives	2.90	.954	Agreed
3.	Teachers makes adequate provision for students activities	2.95	.944	Agreed
4.	Teachers lesson contains relevant and adequate information on the topic	2.93	.1010	Agreed
5.	Teachers uses appropriate and correct language	2.83	1.000	Agreed
	Grand Mean	2.90	0.79	

(Mean \geq 2.50 Agree, Mean $<$ 2.50 Disagree)

Researchers field work

Table 1 showed that, items with serial number 1 – 5 have their various mean and grand mean values above the criterion mean of 2.50 and high standard deviation score. Therefore, respondents agreed that teachers' planning of lesson is effective in public senior secondary schools in Kwara State.

Research Question two: What is the method of lesson evaluation used by teachers in public senior secondary schools in Kwara State?

Table 2: Teachers' Lesson Evaluation in Public Senior Secondary Schools in Kwara State

S/N	Teachers' lesson evaluation	Response of Principals		
		Mean	SD	Decision
1.	Teachers progressively measure students learning	2.71	1.001	Agreed
2.	Teachers provides prompt and effective feedback to students	2.70	.940	Agreed
3.	Teachers reinforce students learning	2.57	.970	Agreed
4.	Teachers show evidence of attainment of lesson objective.	2.54	1.064	Agreed
5.	Teachers uses assessment to solicit for information about students learning experience	2.64	1.014	Agreed
	Grand Mean	2.63	0.99	

(Mean \geq 2.50 Agree, Mean $<$ 2.50 Disagree)

Researchers field work

Table 2 showed that, items with serial number 1 – 5 have their various mean and grand mean values above the criterion mean of 2.50 and high standard deviation score. Therefore, respondents agreed that teachers' evaluation of lesson is effective in public senior secondary schools in Kwara State.

Hypotheses Testing

The null hypotheses formulated to guide the study were tested, using Pearson product-moment statistic technique at 0.05 significance level as follows:

H_{01} : There is no significant relationship between teachers' planning of lesson and national development in Public Senior Secondary Schools in Kwara State.

Table 3: Teachers' Planning of Lesson and National Developments

Variable	N	Mean	SD	df	Cal-r	p-value	Decision
Planning of lesson	162	1.79	4.424				
				160	0.92	0.00	Rejected
National development	162	2.722	2.215				

Table 3 indicated there was a positive correlation between teachers' planning of lesson and national development, $r(162) = 0.92$, $p < 0.05$. The hypothesis that there was no significant relationship between teachers' planning of lesson and national development in Public Senior Secondary Schools in Kwara State was rejected.

H_{02} : There is no significant relationship between teachers' evaluation of lesson and national development in Public Senior Secondary Schools in Kwara State.

Table 4: Relationship between Teachers' Evaluation of Lesson and National Development in Public Senior Secondary Schools in Kwara State.

Variable	N	Mean	SD	df	Cal-r	p-value	Decision
Lesson evaluation	162	9.51	3.700				
				160	0.90	0.00	Rejected
National development	162	3.63	1.935				

Table 4 indicates that Pearson product-moment correlation test revealed a positive and significant relationship between teachers' evaluation of lesson and national development in public senior secondary schools in Kwara State, $r(162) = 0.90$, $p < 0.05$. Therefore, the hypothesis which states there was no significant relationship between teachers' evaluation of lesson and national development in Public Senior Secondary Schools in Kwara State was rejected.

Discussion of Findings

The result of data analysis to answer research question one show that, majority of public secondary school teachers planned their lesson effectively and hypothesis one revealed that there was positive and significant relationship between teachers' planning of lesson and national development in public senior secondary schools in Kwara State. This means that the more the teachers plan lesson logically and sequentially, the better the enhancement of

positive national development. The finding of this study supported by William & Aniefiok (2014) who found that there was a positive relationship between teachers' professional roles and national development in public senior secondary schools in Cross River State, Nigeria.

The result analysis of research question two shows that, majority of public senior secondary school teacher evaluated their lesson effectively. Furthermore, findings of hypothesis two revealed that there was positive and significant relationship between teachers' evaluation of lesson and national development in public senior secondary schools in Kwara State. This means that the more the teachers progressively measure students learning, the better the enhancement of positive national development. The findings of this study agreed with Kadir (2014) who found that there was a significant relationship between teachers' assessment of students and school effectiveness. The study disagreed with Joshua and Kristonis (2006) found that Nigeria teachers condemn the use of student achievement scores as indicator of teachers' competence performance of effectiveness.

Conclusion

The findings of this study have shown that teachers' planning and evaluation of lesson in public senior secondary schools are very important in achieving educational goals towards the attainment of national development.

Recommendations

Based on the findings of this study, the following recommendations are rendered:

1. Teachers should continue to maintain appropriate planning of lesson by making adequate provision for students' activities, planning lesson logically, as well as, using appropriate and correct language for teaching, so as to achieve educational goals towards national development.
2. Teachers should continue to provide regular evaluation of lesson by progressively measuring students learning, providing prompt and effective feedback to students, as well as, showing evidence of attainment of lesson objective towards national development.

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