

TEACHERS' MANAGERIAL FUNCTION IN REPOSITIONING EDUCATION FOR GOOD CITIZENSHIP IN KWARA STATE, NIGERIA

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Abstract

This study investigated teacher managerial function in repositioning education for good citizenship in Kwara State, Nigeria. The objectives of this study are to examine the relationship between planning, coordination, supervision and good citizenship in Nigeria. Three hypothesis were formulated and tested. Quantitative research design was used for the study. A self-constructed questionnaire titled "Teacher Managerial Functions and Good Citizenship Questionnaire" (TMFGCQ) was used to collect information for the study. The population of this study comprised all 310 principals and 6,894 teachers in public senior secondary schools in Kwara State, Nigeria. Sample of 175 principals and 364 teachers were selected with the use of Research Advisor (2006) table of determine sample size of a known population, Proportional sampling technique was used to select 175 principals and 364 teachers across the three senatorial districts in Kwara State public senior secondary schools. stratified random sampling technique was used to select principals and teachers from the sample schools. This was to ensure that all categories of principals and teachers were given equal chance of being selected. The data collected were analyzed using t-test statistical analysis. All hypotheses were tested at 0.05 level of significance. The result revealed that there was a positive and significant relationship between planning, coordination, supervision and good citizenship in public senior secondary schools in Kwara State, Nigeria. It was recommended that teachers should continue to plan their lesson so as to encourage student's creativity and innovation, also improve their effort on effective coordination of school activities by grouping students and defining tasks to be done, as well as carried out adequate supervision of students and school activities so as to

help students develop appropriate skills and attitudes with a view to find appropriate solutions towards improving students' welfare in order to become good citizen in Nigeria.

Keywords: teacher, managerial functions, repositioning education, good citizenship, Nigeria.

Introduction

There is belief that the development of a country or of a community depends greatly on the educational opportunities offered to citizens in order to fully develop their potential. The teacher is the fundamental manager of the students learning activities and the school educational resources. Meanwhile, it should be remembered that the principal or head teacher who is the overall manager of the school, is primarily a teacher. There are many functions concerned in the process of management. Such functions includes planning, coordinating, supervision, controlling, directing, leading, evaluation and reporting among others in order to imparting right value and attitude to students so as to achieve effective good citizens (Abdulkareem, 2010). Specifically, learners would have to be coordinated, supervised and controlled so as to ensure effective implementation of the planned lesson in achieving the stated educational goals and objectives. The services of teacher as a manager toward modernization and provision of good citizens cannot be overemphasized. It is therefore clear that education, itself can only be good citizens oriented if only be delivered by teacher to make it functional, qualitative and knowledge-economy driven educational system. Education can only be repositioning for good citizenship through teacher's effective planning, coordinating and supervision of learners activities.

Repositioning of education for good citizenship has actively experience a laudable and historical landmark as Nigerian sees education as an instrument for achieving development. Indeed there are numerous positive landmarks in Nigeria presently compared to previous one hundred years of British colonial administrative rule of the country. Repositioning education as an instrument for good citizenship has always the policy trust of federal government of Nigeria in most of it national development plans (Adamu, 2015). Education has very vital role to make a good citizen by equipping learners positively for their entire life. In the past people believed that education was merely process of occupying the minds of learners with facts, definitions, rules and formulas. But a process of bringing out the innate potentialities of learners. That is, a process of drawing out the power to act,

power to think and the power to feel through the use of the right materials and means in the school system.

Education is important in helping to get the generation in charge of tomorrow to be a good citizen of their country, State and locality. It gives learner the ability to know what is required to be a good citizen who respects, obeys the law and contributes to society through meaningful works and good moral foundation (Babayemi, 2006). Education is generally viewed as a requisite to provide good citizenship in that it helps citizens make good decisions in solving a problem. Good citizenship generally means to control oneself in accordance with the rights, duties and privileges of being a resident of a geographical location by means of birth or naturalization. Citizenship is everything that has to do with being a member of a country. Good citizens not only know their rights and responsibilities but they also show solidarity with other people and are ready to give something better back to society. Learners can become good citizens in the classroom by listening and following teacher directions and helping classmates out.

Planning is a management process concerned with defining goals for an organisation's future direction and determining the missions and resources to achieve the stated goals. In a school setting, planning is one of the essential functions of the teacher as manager. To meet the goals of education as an instrument for achieving good citizenship, the teacher must develop a plan of subject to be taught, specifying and procuring the needed instructional materials, allotting times for different activities within specified time for the lesson by preparing the paper work of daily lesson plan. Planning for a classroom setting is of primary importance to the classroom manager (Abdulkareem, n.d). The teacher as a manager is also involved in the mid-term and long-term plan in the educational systems for effective repositioning of education for good citizenship, the teacher must continue to make use of a scheme of work which stipulates the expected teaching and learning objectives. Therefore, the teacher's role in repositioning education for good citizenship cannot be over-emphasized because the teacher is a fundamental planner and implementer of all the educational plans.

Coordination is another managerial activity of the teacher. Coordination implies the process of ensuring that all the different parts of an entity are synchronized and harmonized by translating the plan into activities to achieve results (Abdullahi, 2015). This is a way of harmonizing students' efforts in order to achieve the school goals. The teacher as a classroom manager, goes round the class to see students' activities so as to give rational treatment to students' efforts towards achieving the educational goals and

objectives which in turn lead to good citizenship. Supervision is the process which aims at improving professional growth and cooperation of teachers to become self-directive, creative and more productive (Ijaiya, 2002). Supervision is the phase of school administration which focuses primarily upon the achievement of the appropriate instructional expectations of educational system (Chike-Okoli, 2004). Teacher is a key figure in the management and administration of school because teacher oversee student's activities in order to ensure that students are adjusting to the stated rule and regulation of school setting. This mean, teacher is the direct supervisor of students and their activities towards the overall efficiency and raising the academic standards of the school.

The theoretical framework of this study is based on system theory of management. The system theory was postulated by Parson (1977) as cited in Abdullahi (2018). System theory was viewed as a collection of elements that comprises input, process and output. A system has various inputs such as (raw materials, money, people, technologies), processes (by principal and teacher through: planning, coordinating, and supervision), outputs (products (good citizen), profits, satisfaction, services) and provide feedback to society. Feedback is what allows a system to attain its desired state. There are two types of feedback. The first is negative feedback in which information on which the system reacts after the error have occurred. The second is called feed forward control or positive feedback. It is anticipatory in nature. This theory can be applicable in the school system in that, a school as a system also has various inputs that are processed to produce outputs with feedback.

Every school system requires input such as people (student, teachers and non-teaching staff), money, technology and other resources. The input are process by teachers and principals by transforming the available resource, most especially students for future services or become good citizens, which is the output of the school. Feedback is concerned with the information from the public about the output of the school. This study is anchored on the system theory. This is because, reposition of education for good citizenship depend largely on the managerial function of teachers in terms of effective planning of lesson, coordination of school activities as well as supervision in school. Principals and teachers are those that will process the input by transforming the learners to be self-reliance, discipline, creative among others in order to achieve educational goals which in turn bring about achievement of good citizenship.

Several studies have been carried out in the area of repositioning education. Adamu (2015) carried out repositioning Nigeria university

education for economic development through entrepreneurship education. Ofojebe (2009) investigated repositioning Universal Basic Education in Anambra state for sustainable development through effective communication. Ohia and Obasi (2014) also conducted repositioning senior secondary education in Nigeria for producing entrepreneurial-oriented students. Muhammad and Abdulmajeed (2011) investigated role of teacher in managing teaching learning situation. Ignatius and Ariyanti (2017) conducted teacher's role in managing the class during teaching and learning process. Ekpiken and Ukpabio (2014) carried out repositioning teacher education in Nigeria for sustainable national development. Ige (2013) conducted repositioning science and technology education for sustainable development in the 21st century: Nigeria case. There are several areas on repositioning education that are yet to be covered by these scholars. These includes teacher managerial functions and good citizenship. Another noticeable gap that warranted this study is that the locale or area of study of this study differs considerably from the earlier studies. It is on the basis of this background that prompted the researcher to investigate teacher managerial functions in repositioning education for good citizenship in Nigeria. The objectives of this study is to investigate:

- a) relationship between planning and good citizenship in public senior secondary schools.
- b) determine the relationship between coordination and good citizenship in public senior secondary schools
- c) examine the relationship between supervision and good citizenship in public senior secondary schools.

Research Questions

The following research questions were raised to guide the conduct of this study:

- (1) Does planning of lesson bring about good citizenship in public senior secondary schools in Kwara State?
- (2) Do coordination of student enhance good citizenship in public senior secondary schools in Kwara State?
- (3) Does supervision bring about good citizenship in public senior secondary schools in Kwara State?

Research Hypotheses

The following hypotheses were formulated and answered:

- (1) There is no significant difference between planning and good citizenship in Kwara State.

- (2) There is no significant difference between coordination and good citizenship in Kwara State.
- (3) There is no significant difference between supervision and good citizenship in Kwara State.

Methodology

This study used quantitative research design in order to sample the views of principals and teachers in public senior secondary schools. The design was considered appropriate because of opportunity to obtain the opinion of the sample population, analyze the data collected with the use of appropriate data analysis technique and reach reasonable conclusion about the population from the findings of the study. The population of this study consist of principals and teachers in public senior secondary schools in Kwara State, Nigeria. The target population of this study comprised all 310 principals and 6,894 teachers in public senior secondary schools in Kwara State. Sample of 175 principals and 364 teachers were selected with the use of Research Advisor (2006) table of determine sample size of a known population. Proportional random sampling techniques was used to determine the number of principals and teachers selected per schools across the three senatorial districts, Stratified random sampling technique was used to select sample of 175 principals and 364 teachers, this was to ensure that all categories of principals and teachers were given equal chance of being selected. A self-designed questionnaire titled "Teacher Managerial Functions and Good Citizenship Questionnaire" (TMFGCQ). With 20 items spread across 4 sections (A, B, C. & D) was used to collect data. Section A of the questionnaire centres on demographic information of participants. Section B with 5 items centers on planning of lesson. Section C with 5 items centres on coordination of students while section D with 5 items centres on supervision respectively. The items of questionnaire regarding good citizenship were concluded from Geert, Femke, Rene and Guuske (2011) on responsibility. It consists of 15 items with three components; honesty (5 items), responsibility (5 items), and compassion (5 items). Respondents responded to five-point Likert scale (5= strongly agree; 4 = agree; 3 = neutral; 2 disagree; 1 = strongly disagree). The questionnaire was validated by three experts in educational management and two experts in measurement and evaluation. Relevant adjustment and corrections were made based on their observations and recommendations. Also 20 corrected copies were further administered to principals and teachers who are part of the sampled to examine their understanding of the items wording, instructions and understandability of questions and scales in order to detect if there is any

difficulties in filling the questionnaire. Therefore, some of the suggestion made were effected appropriately before sending out final copies of questionnaire. Test of reliability instrument was to measure the repeatability and consistency of an outcome and how much we can depend on the outcome (Mayer, 2013). Therefore, the researcher examined the reliability of all the 15 items in the questionnaire using in this study using Cronbach's Alpha. The value of the Cronbach's Alpha for 5 items under planning of lesson is .962. Also, reveals that 5 items of coordination has a Cronbach's Alpha of .944 and supervision has 5 items with a Cronbach's Alpha of .940. According to Pallant (2011), values above .7 are considered acceptable or reliable and values above .8 are preferable. Therefore, the Cronbach's Alpha value for all the items in each variable shows very good internal consistency reliability for scale and all the 15 items in the questionnaire are found to be reliable. The 3 main dimensions of good citizenship. These are honesty, responsibility and compassionate to measure good citizenship. The cronbach's value for honesty is 0.83 covering up to 5 number of items. In addition, 5 items from responsibility of good citizenship has Cronbach's Alpha Value of 0.87 and 0.84 for compassionate. In summary, all instrument items for good citizenship used in this study are acceptable and reliable for the respondents.

The researcher with the help of three research assistants personally distributed the instrument to the principals and teachers of the sample public senior secondary schools in Kwara State. The participant were contacted in their various offices prior to the distribution of the questionnaire. The researcher and research assistants solicited their support to participate in the study. Thereafter, participants were contacted in their various offices in schools. The researcher and the research assistants waited for the principals and teachers to answer the questions and collected the questionnaire immediately when they had responded to the items in the instruments. This method facilitated hundred percent retrieval. In line with the guideline provided by Stanley and Wise (2010), this study emphasized the ethical issues in assuring anonymity and confidentiality of participant responses. After collecting the data, information was then coded- in the SPSS and analyzed using descriptive statistics like mean and standard deviation to answer research questions. Inferential statistics such as t-test for the hypotheses. The t-critical value was compared to the significance level of (0.5) to determine the rejection or acceptance of the hypotheses.

Results

Research Question One: *Does planning of lesson bring about good citizenship in public senior secondary schools in Kwara State?*

Table 1: Planning of Lesson

S/N	Planning of Lesson	Principals Responses		Teachers Responses		Decision
		Mean	SD	Mean	SD	
1	Teacher planning of lesson encourage student's creativity and innovation.	3.03	0.931	2.95	0.965	Agreed
2	Planning aids in organizing all available instructional materials towards achieving effective teaching and learning to enhance good citizenship.	3.02	0.928	2.95	0.975	Agreed
3	Effective planning of lesson to be taught motivate students to learn and be disciplined.	3.05	0.905	2.95	0.981	Agreed
4	Planning of lesson help in creating a threat-free environment for growth so that the creative talents and skills of each students are used to best advantage.	2.85	0.997	2.75	1.024	Agreed
5	Planning of lesson lead to better use of appropriate time which is an invaluable asset to achieve educational goals.	2.81	1.014	2.81	1.020	Agreed
	Overall Mean	2.95	0.955	2.88	0.993	

(Mean 2.50 Agree, Mean < 2.50 Disagree)

As shown in Table 1, the overall mean of principals and teachers' perception on planning of lesson is 2.95(SD = 0.955) and 2.88(SD = 0.993) respectively. This could be interpreted that participants agreed that planning of lesson bring about good citizenship in public senior secondary schools. The results of the analysis for each items on planning of lesson indicated that three out of five items showed a higher mean than the overall mean value. The items are teacher planning of lesson encourage student's creativity and innovation(M = 3.03, SD = 0.931) and (M = 2.95, SD = 965), follow by planning aids in organizing all available instructional materials towards achieving effective teaching and learning to enhance good citizenship (M = 3.02, SD = 0.928) and (M = 2.95, SD = 0.975), and effective planning of lesson to be taught motivate students to learn and be disciplined(M = 3.05, SD = 0.905) and (M = 2.95, SD = 0.981). Meanwhile, the other two items- planning of lesson help in creating a threat-free environment for growth so that the creative talents and skills of each students are used to best advantage (M = 2.85, SD = 0.997) and (M = 2.75, SD = 1.024) and planning of lesson lead to better use of appropriate time which is an invaluable asset to achieve educational goals(M = 2.81, SD = 1.014) and (M = 2.81, SD = 1.020) showed lower mean than the overall mean of planning. Therefore, all the five items on planning have mean values (2.95) and 2.88 which shows higher mean than the criterion mean of (2.50) that are interpreted as agreed. This shows that the participant agreed that planning of lesson bring about good citizenship in Kwara State, Nigeria.

Research Question Two: Do coordination of student enhance good citizenship in public senior secondary schools in Kwara State?

Table 2: Coordination of Students

S/N	Coordination	Principals Responses		Teachers Responses		Decision
		Mean	SD	Mean	SD	
6	Teacher coordination of classroom activities by grouping students and defining tasks to be done help in achieving good citizenship.	2.82	0.977	2.90	0.964	Agreed
7	Teacher coordination of classroom activities by making use of appropriate teaching instructional materials help in improving students learning.	2.90	0.959	2.95	0.916	Agreed
8	Teacher provision of incentives to stimulate student's effort help in improving teaching and learning for enhancing good citizenship.	2.87	0.992	2.93	0.968	Agreed
9	Teacher effective classroom management and control enhance student discipline.	2.77	1.047	2.88	1.018	Agreed
10	Coordination of students activities help in identifying pressing needs of students with a view to find appropriate solutions towards improving students' welfare.	2.90	1.027	2.83	1.013	Agreed
	overall Mean	2.85	1.004	2.89	0.976	

(Mean > 2.50 Agree, Mean <2.50 Disagree). Researcher field work

The second research objective is about coordination as shown in Table 2, the overall mean for principals and teachers' perception on coordination is 2.85 (SD = 1.004) and 2.89 (SD = 0.976) respectively. This could be interpreted that participants agreed that coordination of student and school activities enhance good citizenship in public senior secondary schools. The results of the analysis for each coordination indicated that three out of five items showed a higher mean than the overall mean value. The items are teacher coordination of classroom activities by making use of appropriate teaching instructional materials help in improving students learning (M = 2.90, SD = 0.959) and (M = 2.95, SD = 0.961), follow by teacher provision of incentives to stimulate student's effort help in improving teaching and learning for enhancing good citizenship (M = 2.87, SD = 0.992) and (M = 2.93, SD = 0.968) and coordination of students activities help in identifying pressing needs of students with a view to find appropriate solutions towards improving students' welfare (M = 2.90, SD = 1.027) and (M = 2.83, SD = 1.013). Meanwhile, the other two items – teacher coordination of classroom activities by grouping students and defining tasks to be done help in achieving good citizenship (M = 2.82, SD = 0.977) and (M = 2.90, SD = 0.964), and teacher effective classroom management and control enhance student discipline (M = 2.77, SD = 1.047) and (M = 2.88, SD = 1.018) showed lower mean than the overall mean on the part of principals while on the part of teachers on the items one and four of

coordination shows higher mean than overall mean. However, all the five items on coordination have mean value of (2.85) and (2.89) which higher than the criterion mean value of 2.50 that are interpreted as agreed. This shows that participants agreed that coordination enhance good governance in Kwara State, Nigeria.

Research Question Three: Does supervision bring about good citizenship in public senior secondary schools in Kwara State?

Table 3: Supervision

S/N	Supervision	Principals Responses		Teachers Responses		Decision
		Mean	SD	Mean	SD	
11	Teacher supervision of students activities help students develop appropriate skills and attitudes.	2.76	0.959	2.90	0.962	Agreed
12	Teacher supervision of students gives room for effective classroom management.	2.94	0.963	2.95	0.918	Agreed
13	Supervision of students help in ensuring a conducive atmosphere for effective teaching and learning.	2.93	0.983	2.95	0.966	Agreed
14	Educational expert ensuring effective interpersonal relationship in the school.	2.79	1.047	2.86	1.020	Agreed
15	Effective supervision of students help in stimulating growth and developing potent of all students that are involved in the instructional process.	2.98	0.971	2.84	1.004	Agreed
	Overall Mean	2.88	0.985	2.90	0.974	

(Mean > 2.50 Agree, Mean < 2.50 Disagree) Researcher field work

As shown in Table 3, the overall mean for principals and teachers' perception on supervision is 2.88 (SD = 0.985) and 290 (SD = 0.974). This could be interpreted that participants agreed that effective supervision in school bring about good citizenship in public senior secondary schools. The results of the analysis for each supervision indicated that three out of five items of supervision showed a higher mean than overall mean value. The items are teacher supervision of students gives room for effective classroom management (M = 2.94, SD = 0.963) and (M = 2.95, SD = 0.918), followed by supervision of students help in ensuring a conducive atmosphere for effective teaching and learning (M = 2.93, SD = 0.983) and (M = 2.95, SD = 0.966), and effective supervision of students help in stimulating growth and developing potent of all students that are involved in the instructional process (M = 2.98, SD = 0.971) and (M = 2.84, SD = 1.004). Meanwhile, the other two items – teacher supervision of students activities help students develop appropriate skills and attitudes (M = 2.76, SD = .959) and (M = 2.90, SD = 0.962) and educational expert ensuring effective interpersonal relationship in the school (M = 2.79, SD = 1.047) and (M = 2.86, SD = 1.020) showed lower

mean than the overall mean of supervision. However, all the five items of supervision have mean values (2.88) and (2.90) which is higher than the criterion mean value of 2.50. This shows that participants agreed that supervision bring about good citizenship in Kwara State, Nigeria.

Hypotheses Testing

The analysis method applied in the course of the research work was the use of t-test statistical analysis to test the set hypotheses as follow:

Hypothesis One: *There is no significant difference between planning and good citizenship in Kwara State*

Table 4: Planning and Good Citizenship in of Public Senior Secondary Schools

Variable	N	-	SD	df	Tcal	t-crit	Decision
Principals	175	2.95	0.955	537	0.84	1.96	Accepted
Teachers	364	2.88	0.993				

Table 4 indicates the t-test analysis between the mean scores of principals and teachers' responses on planning and good citizenship. The t-calculated value of 0.84 is less than t-critical value of 1.96. This means there is no significant difference between the responses of principals and teachers on planning and good citizenship. Therefore, the null hypothesis which states that there is no significant difference between planning and good citizenship in public senior secondary schools in Kwara State is accepted.

Hypothesis Two: *There is no significant difference between coordination and good citizenship in public senior secondary schools in Kwara State.*

Table 5: Coordination and Good Citizenship in Public Senior Secondary Schools.

Variable	N	-	SD	df	Tcal	t-crit	Decision
Principals	175	2.85	1.004	537	0.81	1.96	Accepted
Teachers	364	2.89	0.976				

Table 5 indicates the t-test analysis between the mean scores of principals and teachers' responses on coordination and good citizenship in public senior secondary schools. The t-calculated value of 0.81 is less than t-critical value of 1.96. This means there is no significant difference between the responses of

principals and teachers on coordination and good citizenship. Therefore, the null hypothesis which states that there is no significant difference between coordination and good citizenship in public senior secondary schools is accepted

Hypothesis Three: *There is no significant difference between supervision and good citizenship in public senior secondary schools in Kwara State.*

Table 6: Supervision and Good Citizenship in Public Senior Secondary School

Variable	N	$\bar{x}$	SD	df	Tcal	t-crit	Decision
Principals	175	2.88	0.985	537	0.81	1.96	Accepted
Teachers	364	2.90	0.974				

Table 6 indicates the t-test analysis between the mean scores of principals and teachers' responses on supervision and good citizenship in public senior secondary schools. The t-calculated value of 0.81 is less than t-critical value of 1.96. This means there is no significant difference between the responses of principals and teachers on supervision and good citizenship in public senior secondary schools. Therefore, the null hypothesis which states that there is no significant difference between supervision and good citizenship in public senior secondary schools is accepted.

Discussion of Findings

Result of question one analysis and findings in Table 1 shows that effective planning of lesson is important for the achievement of good citizenship in Kwara State, in such that it encourage student's creativity and innovation, aids in organizing all available instructional materials towards achieving effective teaching and learning to enhance good citizenship, motivate students to learn and be disciplined, help in creating a threat-free environment for growth so that the creative talents and skills of each students are used to best advantage as well as lead to better use of appropriate time which is an invaluable asset to achieve educational goals for the realization of good citizenship. Results from hypothesis one revealed that there is no significant difference between planning of lesson and good citizenship in public senior secondary schools in Kwara State, Nigeria. This findings agreed with Adamu (2015) that well planned and executed educational programme are the key to help in repositioning education for achieving skill and knowledgeable learners. This findings disagreed with Ignatius and Ariyanti (2017) that teacher's role as a prompter and as a resource have not been played

maximally by the teacher. This finding conformed to Abdullahi (2016) that the more the teacher plan lesson logically and sequentially, the better the achievement of positive national development.

The findings in Table 2 shows that coordination of student activities enhance good citizenship in public senior secondary schools in Kwara State, Nigeria. These are, teacher coordination of classroom activities by grouping students and defining tasks to be done help in achieving good citizenship, coordination of classroom activities by making use of appropriate teaching instructional materials help in improving students learning, provision of incentives to stimulate student's effort help in improving teaching and learning for enhancing good citizenship, effective classroom management and control enhance student discipline as well as Coordination of students activities help in identifying pressing needs of students with a view to find appropriate solutions towards improving students' welfare so as to become good citizen. Result from hypothesis two analysis showed that there is no significant difference between coordination and good citizenship in public senior secondary schools in Kwara State, This findings agreed with Abdullahi (2015) that teacher play an important role in providing good direction towards the achievement educational goal which will in turn bring about good citizenship in a country.

Question three analysis and findings in Table 3 show that participants agreed with the view that effective supervision bring about the achievement of good citizenship in public senior secondary schools in Kwara State, Nigeria. In that, supervision of students activities help students develop appropriate skills and attitudes, gives room for effective classroom management, help in ensuring a conducive atmosphere for effective teaching and learning, ensure effective interpersonal relationship in the school as well as help in stimulating growth and developing potent of all students that are involved in the instructional process in order to become good citizens. Result from hypothesis three shows that there is no significant difference between coordination and good citizenship in public senior secondary schools in Kwara State. This findings conformed to Muhammad and Abdulmajeed (2011) that role of teacher in managing teaching learning situation cannot be overemphasis.

Implications

The findings of this study would be of great benefit to government, stakeholders in education, such as Ministry of Education, principals, teachers and the beneficiaries of education (students and parents) and the community at

large. This study would help the government and Ministry of Education to understand the important of planning, coordination and supervision of educational programme so as to achieve good citizenship in public senior secondary schools. It is hope that findings of this study would help the principals and teachers to effectively plan the lesson to be taught, coordination of students' activities as well as efficient supervision of teaching and learning activities. Also this study would encourage students to understand managerial roles of planning, coordinating and supervision of activities in order to become good citizens. Furthermore, it would serve as a useful guide and reference point for future researchers in the field of education.

Conclusion

This study has examined the teacher managerial function in repositioning education for good citizenship in public senior secondary schools in Kwara State. Based on the findings of this study, the researcher concluded that there were no significant differences between the three indicators of teacher managerial functions (planning, coordination and supervision) and good citizenship as they were found to correlate one another. This study like other study has limitation. For example, further research can expand this study by looking into different indicators of measuring teacher managerial functions apart from planning, coordination and supervision. Also this study can be carried out in primary schools and tertiary institutions. Furthermore, this study can be carried out in other countries as well as using different statistical methods apart from the one using in this study. Therefore, the participants of this study agreed that planning, coordination and supervision bring about achievement of good citizenship in Nigeria.

Recommendation

1. teachers should continue to plan their lesson so as to encourage student's creativity and innovation, aids in organizing all available instructional materials towards achieving effective teaching and learning, motivate students to learn and be disciplined, help in creating a threat-free environment for growth so that the creative talents and skills of each students are used to best advantage as well as lead to better use of appropriate time which is an invaluable asset to achieve educational goals for the realization of good.
2. Teachers should also improve their effort on effective coordination of school activities by grouping students and defining tasks to be done, making use of appropriate teaching instructional materials, providing

incentives to stimulate student's effort, enhancing effective classroom management and control to improve student discipline as well as helping in identifying pressing needs of students with a view to find appropriate solutions towards improving students' welfare so as to become good citizen.

3. Teachers should also continue carried out adequate supervision of students and school activities so as to help students develop appropriate skills and attitudes, gives room for effective classroom management, help in ensuring a conducive atmosphere for effective teaching and learning, ensure effective interpersonal relationship in the school as well as help in stimulating growth and developing potent of all students that are involved in the instructional process in order to become good citizens in Nigeria.

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