

Influence of Curriculum Support Officers on the Use of Pedagogies and Instructional Materials Among Senior Secondary School Teachers in Niger State, Nigeria

Ramatu Haruna. Ph.d

Department of Education Foundation, Faculty of Education and Arts,
Ibrahim Badamasi Babangida University, Lapai, Niger State
rahamatharuna74@gmail.com 08035121561

&

Awwal, Ibrahim

Department of Educational Foundation and Curriculum
Faculty of Education, Ahmadu Bello University, Zaria
awwal.ibrahim001@gmail.com 07037132293

Abstract

This study was tagged “the influence of curriculum support officers on the use of pedagogies and instructional materials Among Senior Secondary School teachers in Niger State, Nigeria”. The objectives were to assess the influence of curriculum support officers on the use of pedagogies and instructional materials among Senior Secondary School teachers in Niger State, Nigeria. The study employed descriptive survey. The population was 3,232 with a 346 sample. Multistage sampling technique was used. Twenty-three adopted structured-items questionnaire was used. The reliability of the instrument was ascertained through a split-half method using Cronbach’s Alpha to confirm internal consistency and 0.87 was obtained which implied that the instrument was reliable. Mean was used for the data analysis. The study found that the curriculum support officers influenced teachers’ use of pedagogies positively but there were insufficient fund and inadequate transport facilities, and accommodation for curriculum support officers to perform as expected in the schools. Training by curriculum support officers influenced teachers’ job performance on the use of instructional materials although there were inadequate qualified curriculum support officers to guide teachers on the use of instructional materials in the schools. It was recommended that, in collaboration with Parent-Teacher Associations (PTA) and School-Based Management Committee (SBMC) principals should invest in school farms to finance and provide inadequate transport facilities as well as accommodation for curriculum support officers to perform as expected in the Senior Secondary Schools.

Keywords: Influence, Curriculum Support Officers, Use, Pedagogies and Instructional Materials

Introduction

A Curriculum Support Officer (CSO) refers to an individual whose work is to support the administrative aspects of curriculum design, approval and accreditation activities within the school. The CSO normally works within the prescribed units, departments or school to render services and support the effective and smooth running

of the educational institutions. According to Oaks Park High School (2019), the CSO supervises classroom instructions, students in extra-curricular, detention, study or homework clubs when required and runs intervention sessions with materials provided by teachers. The CSO is expected to provide administrative and clerical support for the schools, and work closely with both teaching and support staff at all levels as well as parents, students and external agencies.

The Springfield Anglican College (2019) asserted that the curriculum support officer contributed to the realization of school aims and philosophy by supporting and assisting teaching staff in the delivery of curriculum which was underpinned by clear expectations about high quality learning outcomes and standards. Although, the definition of Springfield Anglican College (2019) limited itself to only teachers, other auxiliary staff in the school such as cleaners, counsellors, administrative officers, clerks, messengers, parents, students and the likes are also included. Ndegwa and Ali (2018) asserted that curriculum support officers (CSOs) were education administrators who worked in education sub-sector in supporting the smooth running of teaching and learning processes in preschools, primary and secondary schools.

Pedagogy is the method adopted by teachers to shape their actions, judgments and other teaching strategies by taking into consideration learners and environmental factors. It is the study of teaching approaches and how they affect the teaching and learning process. It needs the understandings of students, their needs, age, ability, interest and other related backgrounds of the individual students. According to Power School (2021), the term “pedagogy” means the study of different teaching methods. Pedagogy covers various aspects of teaching such as teaching styles, feedback and assessment. Paul (2021) saw pedagogy as the strategy educators used to teach, in practice and theory and how it was shaped by the teaching beliefs of a teacher and how it relates the interplay between culture and a variety of methods of teaching. He stressed that pedagogy was related to the study of teaching strategies and how they influenced students. McPheat (2017) described teaching pedagogy in the following words: “The way teachers deliver the content of the curriculum to a class; the method of teaching, both as an academic subject or theoretical concept, and working together allowing conversation, which teaches language, meaning and values in the context of immediate issues”

Instructional materials are objects used by a teacher to enhance the quality of the teaching and learning process. They are also called teaching/learning materials (TLM) or teaching aid. They are a collection of materials which includes animate and inanimate objects as well as human and non-human resources that a teacher may use in teaching and learning situations to help achieve desired learning objectives. Janovsky and Brooks (2015) defined instructional materials as the tools used in educational lessons which included active learning and assessment. They further stated that basically, any resource a teacher used to help him teach his students was an instructional material. Aditya (2021) opined that instructional materials referred to the human and non-human materials and facilities which could be used to ease, encourage, improve and promote teaching and learning activities. He added that they were objects (such as a book, picture, or map) or devices (such as a DVD or computer) used by a teacher to enhance or enliven classroom instruction. Instructional materials are defined as resources that organize and support instruction, such as textbooks, tasks and supplementary resources (Remillard, & Heck, 2014 in Aditya, 2021). More so, Hilda and Bernard (2015) explained that instructional materials brought life to learning by stimulating students to learn and that the use of instructional materials in the classroom had the potential to help the teacher explain

new concepts clearly, resulting in students' understanding of the concepts being taught.

A curriculum support officer positively influences the use of pedagogies and instructional materials among teachers at all levels. It enhances teachers' productivity, brings about desired outputs and facilitates the realization of educational goals as stated in the National Policy on Education. According to Ndegwa and Ali (2018), curriculum support officers are central models of conducting teacher in-service courses, providing teaching materials, classroom observation as well as syllabus orientation for the sole purpose of maintaining high quality sustainable education in schools. They added that the success of an institution depended on highly and motivated skilled teachers, and that CSOs should therefore, be a point frequented by educators who shared their experiences and thoughts with the teachers. Otunga et al (2011) recommended that curriculum support officers should therefore, be able to provide in-service training and hold professional meetings to enhance teachers' performance. Also, Mudalia (2012) recommended that a curriculum support officer should collect and organize resources and make them available to the teachers. Hammond (2013) in Ndegwa and Ali (2018) opined that teachers were pivotal in determining whether any school initiative tipped towards success or failure. The recognition of extremely supporting teachers in their teaching tasks should be the aim of curriculum support officers (Pipers, 2013). Ololube (2013) asserted that CSCs let teachers drop in and use or borrow materials, curriculum guides, teacher guides, supplementary texts, science equipment, maps, display charts and other needful audio-visual equipment for the classroom. Effective CSOs monitor and supervise curriculum on pre-schools teaching and learning in their quest for quality education for learners (Gumam, & Cahn, 2010). Based on the above background, this study assessed the influence of curriculum support officers on the use of pedagogies and instructional materials among Senior Secondary School teachers in Niger State, Nigeria.

Statement of the Problem

A curriculum support officer is recognized to be influential in the effective use of pedagogies as well as the utilization of instructional materials. Many stakeholders, including administrators, teachers and parents, are still ignorant of the roles played by curriculum support officers in the realization of educational goals. This could be seen particularly in the area of pedagogy, provision and utilization of instructional materials. This means that many administrators and teachers are not even aware of CSOs not to talk of including their services in the running of schools. In some cases, the services of CSOs may be ignored due to limited funds in the school to hire them to render professional advice specifically on the use and utilization of instructional materials among teachers. Certainly, this affects teachers negatively in their attempt to update their knowledge and understanding of the use of pedagogies and instructional materials in the teaching and learning process. It was against the backdrop that this study assessed the influence of curriculum support officers on the use of pedagogies and instructional materials among Senior Secondary School teachers in Niger State, Nigeria.

Objectives

The following objectives guided this study:

1. Assess the influence of curriculum support officers on the use of pedagogies among Senior Secondary School teachers in Niger State, Nigeria.

2. Investigate the influence of curriculum support officers on the use of instructional materials among Senior Secondary School teachers in Niger State, Nigeria.

Research Questions

For the purpose of this study, the following questions were raised:

1. What is the influence of curriculum support officers on the use of pedagogies among Senior Secondary School teachers in Niger State, Nigeria?
2. What is the influence of curriculum support officers on the use of instructional materials among Senior Secondary School teachers in Niger State, Nigeria?

Methods

The descriptive survey was adopted for this study. According to the Niger State Ministry of Education (2019), the population of public Senior Secondary Schools in Niger State was 3,232. The sample which was 346 was selected through a multistage sampling technique. However, Research Advisors' Sample Size Table (2006) was used to determine the sample size. The instrument used for the data collection was adapted from Iwogbe, et al (2021). The instrument which was titled "the Influence of Curriculum Support Officer on the Use of Learner-Centred Pedagogy and Instructional Materials among Pre-Primary and Primary school Teachers" comprised 23 structured items. Section "A" of the questionnaire sought for respondents' demographic data while Section "B" was item statements to answer the research questions. More so, the items were structured on a four-point likert scale (that is, Strongly Agreed, Agreed, Disagreed and Strongly Disagreed).

The content validity of the instrument was ascertained by experts in the field. In order to determine reliability of the instrument, a pilot study was conducted on 30 members of the population from five (5) Pre-Primary and Primary schools in Niger State. The instrument was administered on 5 head teachers and 25 teachers with the aim to ascertain internal consistency. That was done using Cronbach's Alpha and an alpha value of 0.87 was obtained which implied that the instrument was reliable. The data collected were analyzed using frequency counts and simple percentage as well as mean. Frequency counts and simple percentages were used to analyze the demographic data of the respondents while mean was used to answer the research questions.

A criterion mean of 2.50 was used for acceptance (since the instrument was structured on a four point Likert scale). Therefore, a mean score of 2.5 and above indicated a positive response to the research question and was accepted while a mean score below 2.5 indicated a negative answer to the research question and was rejected. However, out of 346 copies of instruments distributed, 342 were correctly filled and returned.

Results

Table 1: Opinions of Respondents on the Influence of Curriculum Support Officer on the Use of Pedagogy among Senior Secondary School Teachers Niger State

Item Statements	N	Mean	Decision
Curriculum support officers influence teachers' use of pedagogies positively.	342	3.7	Agree
There are adequate curriculum support officers to guide teachers on the use of pedagogies.	342	1.1	Disagree
There is adequate fund for curriculum support officers to perform as expected in the school.	342	1.3	Disagree
Curriculum support officers regularly trained and re-trained teachers through workshops and seminars on pedagogies.	342	2.6	Agree
There are adequate facilities to enable curriculum support officers to function effectively.	342	1.2	Disagree
There are good access roads to facilitate the movement of the curriculum support officers to schools to train teachers on pedagogies.	342	1.9	Disagree
Adequate transport facilities enhance the performance of curriculum support officers in the schools.	342	3.8	Agree
Appropriate use of pedagogies promotes positive academic performance among pupils.	342	3.6	Agree
There are effective transport facilities to boost the services of curriculum support officers in the schools.	342	1.2	Disagree
Effective communication influences the job performance of curriculum support officers in the schools.	342	3.6	Agreed

Table 1 sought the opinions of respondents on the influence of curriculum support officers on the use of pedagogy among Senior Secondary School teachers in Niger State. The results revealed that the respondents agreed that: effective communication influenced job performance of curriculum support officers in the schools; the appropriate use of pedagogies promoted a positive academic performance among pupils; adequate transport facilities enhanced the performance of curriculum support officers in the school; curriculum support officers regularly trained and re-trained teachers through workshops and seminars on pedagogies; and curriculum support officers influenced teachers' use of pedagogies positively. However, the respondents disagreed that: there were effective transport facilities to boost the services of curriculum support officers in the schools; there were good access roads to facilitate the movement of the curriculum support officers to schools to train teachers on pedagogies; there were adequate facilities to enable curriculum support officers to function effectively; there was adequate fund for curriculum support officers to perform as expected in the schools, and there were adequate curriculum support officers to guide teachers on the use of pedagogies.

Table 2: Opinions of Respondents on the Influence of Curriculum Support Officer on the Use of Instructional Materials among Senior Secondary School Teachers in Niger State

Item Statements	N	Mean	Decision
Training by curriculum support officers influenced teachers' job performance on the use of instructional materials.	342	3.6	Agree
Instructional materials enhance quality teaching and learning process.	342	3.7	Agree
Curriculum support officers positively influenced the adequate provision of improvised instructional materials in the school.	342	2.6	Agree
There are security threats which affect the services of curriculum support officers.	342	3.8	Agree
Curriculum support officers positively influence the utilization of instructional materials among teachers.	342	3.5	Agree
There are adequate qualified curriculum support officers to guide teachers on the use of instructional materials in the schools.	342	1.2	Disagree
Inadequate funds negatively affect the provision of instructional materials.	342	3.6	Agree
There are adequate qualified teachers who can receive training from curriculum support officers on the utilization of instructional materials in the school.	342	1.5	Disagree
Unsecured school environment can affect the services of curriculum support officers in the school.	342	3.9	Agree
There is office accommodation for curriculum support officers so as to promote their services in training teachers on the provision and utilization of instructional materials.	342	1.1	Disagree

Table 2 sought the opinions of respondents on the influence of curriculum support officers on the use of instructional materials among Senior Secondary School teachers in Niger State. The results indicated that the respondents agreed that: unsecured school environment could affect the services of curriculum support officers in the schools; inadequate funds negatively affected the provision of instructional materials; curriculum support officers positively influenced the utilization of instructional materials among teachers; there were security threats which affected the services of curriculum support officers; curriculum support officers positively influence the adequate provision of improvised instructional materials in the schools; and training by curriculum support officers influenced teachers' job performance on the use of instructional materials. However, they disagreed that: there was office accommodation for curriculum support officers so as to promote their services in training teachers on the provision and utilization of instructional materials; there were adequate qualified teachers who could receive training from curriculum support officers on the utilization of instructional materials in the schools; and there were adequate qualified curriculum support officers to guide teachers on the use of instructional materials in the schools.

Discussion of Finding

The study revealed that curriculum support officers influenced teachers' use of pedagogies positively although there were insufficient fund and inadequate transport facilities as well as accommodation for curriculum support officers to perform as expected in the schools. It was supported by Ndegwa and Ali (2018) who found that curriculum support officers (CSOs) were education administrators who worked in the education sub-sector in supporting the smooth running of teaching and learning in pre-schools, primary and secondary schools. The findings were in tandem with Seashore (2010) which revealed that there were several problems the CSOs faced in their supervision such as short notice and time frame, very few assessment tools and lack of transportation. In the same vein, Nyamwembe (2021) opined that curriculum support officers updated teachers on curriculum changes, pedagogy, content coverage and any other emerging issue in the teaching service. However, the study was at variance with Mligo et al (2016) who showed that teachers did not use child centred approaches in teaching and learning due to lack of knowledge of the methods of using the new approach.

Another revelation from the study was that the training by curriculum support officers influenced teachers' job performance on the use of instructional materials although there were inadequate qualified curriculum support officers to guide teachers on the use of instructional materials in the schools. It agreed with the study by Iwogbe et al (2021) which revealed that qualified curriculum support officers were inadequate, inadequate qualified teachers to be trained as well as inadequate office accommodation for curriculum support officers to promote their services in training teachers on the provision and utilization of instructional materials among pre-primary and primary school teachers. In the same vein, Stacy (2011) posited that sustainable education was heavily dependent on teachers' professional development. Ololube (2013) indicated that CSCs allowed teachers to drop in and use or borrow materials, curriculum guides, teacher guides, supplementary texts, science equipment, maps, display charts as well as other needful audio-visual equipment for classroom. The Kenya National Examinations Council (KNEC, 2010) maintained that, as a matter of professional practice, teachers should make use of curriculum support centres for the production of teaching and learning materials. Also, Hilda and Bernard (2015) found that teachers also lacked sufficient instructional materials for effective teaching. Nyamwembe (2021) asserted that curriculum support officer assisted teachers to develop and use appropriate teaching aids and other reference materials. He further advised teachers on the use of appropriate resources including resource books, consumables, audio-visual aids and other materials necessary for effective teaching and learning.

Conclusion

Based on the findings, it was concluded that curriculum support officers influenced teachers' use of pedagogies positively although, there were insufficient fund and inadequate transport facilities as well as accommodation for curriculum support officers to perform as expected in the schools. It was also seen that training by curriculum support officers influenced teachers' job performance on the use of instructional materials although there were inadequate qualified curriculum support officers to guide teachers on the use of instructional materials in the school.

Recommendations

The following recommendations were made to enhance the services of CSOs in the schools:

1. In collaboration with Parent-Teacher Associations (PTA) and School-Based Management Committee (SBMC), principals should invest in school farms to finance and provide adequate transport facilities as well as accommodation for curriculum support officers for them to perform effectively in the Senior Secondary Schools.
2. Principals should, through a collaboration with Parent-Teacher Associations (PTA) and School-Based Management Committee (SBMC), employ the services of qualified curriculum support officers to train teachers on the use of instructional materials in Senior Secondary Schools in Niger State, Nigeria.
- 3.

References

- Aditya, S. (2021). *Teaching aids and Instructional materials-tools for teachers and students*. <https://cognitiontoday.com/teaching-aids-and-instructional-materials-tools-for-teachers-and-students/>
- Gumam, K. & Cahn, Y. (2010). Formative supervision of teaching and learning: Issues and concerns for the school head. *European journal of Scientific Research*, 39(4), 589-605.
- Hilda, N. T. & Bernard, C. (2015). Availability and use of instructional materials in the teaching of conflict and conflict resolution in primary schools in Nandi North District, Kenya. *International Journal of Education and Practice*, 3(6), 224-234.
- Iwogbe, E., Awwal, I. & Elechi, G. O. (2021). Influence of curriculum support officer on the use of learner-centered pedagogy and instructional materials among pre-primary and primary school teachers in Awka-South Local Government. *A Paper Presented at the 12th Annual National Conference of the Early Childhood Association of Nigeria (ACAN)*. Postgraduate School Hall, Ignatius Ajuru University of Education, Main Campus, Rumuolumeni, Port Harcourt.
- Janovsky, A. & Brooks, A. (2015). *Instructional materials: Definition, examples and evaluation*. <https://study.com/academy/lesson/instructional-materials-definition-examples-evaluation.html>
- Kenya National Examinations Council (KNEC, 2010). *The report on monitoring leaner achievement*. Study for class 3 in Literacy and Numeracy, June (NASMLA) Class 3 study KNEC, Nairobi.
- McPheat, S. (2017). What is pedagogy in education and learning? <https://www.skillshub.com/what-is-pedagogy-in-education-and-learning/>
- Mligo, I., Mitchell, L. & Bell, B. (2016). Pedagogical Practices in Early Childhood Education and Care in Tanzania: Policy and practices. *Journal of Education and Practice*, 7(33), 83-92.
- Mudalia, A. (2012). The relationship between availability of teaching/learning resources and performance in secondary school. Science subject in Eldoret

- Municipality, Kenya. *Journal of Emerging Trends in Educational Research and Policy studies*, 3(4), 530-536.
- Ndegwal, M. S. & Ali, H. K. (2018). Influence of curriculum support officers' strategies on sustainability of early childhood development education in Mvita Sub-County, Mombasa, Kenya. *European Journal of Education Studies*, 5(1), 238-261.
- Niger State Ministry of Education (2019). *School census report*.
- Nyamwembe, D. (2021). *Roles and duties of TSC curriculum support officers (CSO)*. Teachers' Service Commission, Kenya. <https://jambonews.co.ke/roles-and-duties-of-tsc-curriculum-support-officers-cso/>
- Oaks Park High School (2019). *Curriculum support officer (CSO)*. <HTTPS://OAKSPARKHIGH.ORG.UK/3356/CURRICULUM-SUPPORT-OFFICER-CSO>
- Olumbe, N. (2013). *Educational management, planning and supervision*. Model for effective implementation. Owerri Springfield Publishers.
- Otunga, N., Odeo, I. & Barasa, L. (Eds) (2011). *A handbook for curriculum and instruction*. Eldoret; Moi University Press.
- Paul, M. (2021). *Pedagogy for teaching: A classroom guide*. <https://www.structural-learning.com/post/pedagogy-for-teaching-a-classroom-guide>
- Piper, B. (2013). *Teacher change in Kenya*. A Paper presented at the Pan African Reading for All Conference on August 2013 in Nairobi, Kenya.
- Power School (2021). *Pedagogy in education: More than just buzzword*. <https://www.powerschool.com/resources/blog/pedagogy-in-education-more-than-just-a-buzzword/>
- The Research Advisors (2006). *Sample size table*. www.researchadvisers.com
- The Springfield Anglican College (2019). *Position description: Education support officer*. <https://tsac.qld.edu.au/wp-content/uploads/Education-Support-Officer.pdf>
- Stacy, S. (2011). *Craft moves*. New York. Sten House Publishers.