

Influence of Curriculum Support Officers on the Use of Record Keeping and Discipline Among Senior Secondary School Teachers in Bauchi State, Nigeria

Munir Mustapha
Department of Educational Foundations
Faculty of Education
University of Jos, Plateau State, Nigerias
mmunir23@yahoo.com 08066918295
&

Awwal, Ibrahim
Department of Educational Foundations and Curriculum
Faculty of Education
Ahmadu Bello University, Zaria, Kaduna State, Nigeria
awwal.ibrahim001@gmail.com 07037132293

Abstract

This study was tagged “the influence of curriculum support officers (CSO) on record keeping and discipline among public Senior Secondary School teachers in Bauchi State”. The objectives were to assess the influence of CSOs on record keeping and discipline among public Senior Secondary Schools in Bauchi State. the descriptive survey was used. The population was 8,667with 365 sample. The multistage sampling technique was used. Twenty-four structured-item questionnaire was used. The reliability of the instrument was ascertained through a pilot study using a test re-test method at an interval of two weeks. The 2 results were correlated using Pearson Product Moment Correlation Coefficient (PPMC) r , and 0.87 was obtained which implied that the instrument was reliable. Mean was used for the data analysis. The study revealed that CSO enhanced effective record keeping, effective record keeping promoted smooth school running, there were inadequate facilities for storing school records and they promoted positive ethical issues, and parents reacted negatively when their children were punished for undesirable behaviour in the school. It was recommended that principals should employ the services of CSOs to enhance positive record keeping among the school personnel. Also, communities should be part of disciplinary committees to promote positive ethical issues among the school personnel.

Keywords: Influence, CSO, Record Keeping and Discipline.

Introduction

A Curriculum support officer may be seen as a person who provides professional advice, guidance and support to school personnel, especially on issues regarding the effective running of the school. The curriculum support officer is more or less an educational consultant whose job is to advise educational stakeholders on matters that

enhance academic standards and realization of educational goals as stated in the National Policy on Education. The Springfield Anglican College (2019) in Iwogbe, et al (2021) opined 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 is underpinned by clear expectations about high quality learning outcomes and standards. Ndegwa and Ali (2018) described curriculum support officers (CSOs) as education administrators who worked in the education sub-sector in supporting the smooth running of teaching and learning in preschools, primary and secondary schools. According to Iwogbe et al (2021), a curriculum support officer (CSO) is an individual who renders advice and/or train teachers to improve quality teaching and learning processes in the school. They stressed that he/she did so by visiting and working in collaboration with schools.

Record keeping is the act of documenting the history of an organization's activities by creating and storing consistent formal records. In a school setting, it is the collection of documents which contain school activities for future referencing. It could be the act of preserving information in some permanent form which could be written documents, photographs, recordings, etc. Jean (2021) saw recording or record keeping as putting financial information into a usable form. Record keeping is a necessary and sometimes tricky part of making sure a business runs smoothly to give peace of mind, help one monitor progress goals and save time and money (Practical Business Skills, 2022). Mchugh (2021) opined that school records helped school administrators to make decisions while it provided raw data that enabled coherent, balanced and objective decisions on issues such as promotion, student and staff discipline, and teaching and learning performances. Durosaro (2002) in Omoha (2013) described school records as official documents, books and files containing essential and crucial information on actions and events which were kept and preserved in the school offices for utilization and retrieval of information when needed. Such records according to Omoha (2013), are kept by principals, teachers, counsellors and administrative staff.

Discipline is the plan to regulate activities and behaviours of others in accordance with ethics, laws and values that establish and/or govern a system in an organization. For organizational objectives to be achieved, discipline is so much needed (Awwal, 2018). In a School system, discipline is associated with the rules and regulations employed to manage behaviours and practices which enhance self-discipline among the staff and students. Awwal (2018) added that it became imperative that discipline and orderliness be effectively maintained in secondary schools to enable the students to learn as well as lead to the development of well-rounded characters. The Riverside Military Academy (2021) saw discipline in school as vital in helping students to achieve strong academic and social success, yet it was one area where many schools felt short. Anagha (2022) asserted that every school should have a set of norms and codes of conduct. School discipline is an arrangement of these specific implicit rules, conduct and behaviour for keeping the students in check and making them efficient individuals. He further stressed that since schools played an important part in character development and shaping behaviour, discipline in school was pivotal and of paramount importance.

However, according to the Southern River College (2019), the curriculum support officer is responsible for providing high level curriculum administrative support to the

principal, vice principals and teaching staff, including managing student and teacher timetables, grids, class structures and adjustments as well as a range of curriculum related databases. The College added that the curriculum support officer also coordinated examination rosters, venues and supervisors as well as student teacher/mentoring practicums across the school. Mutahi (2021) listed the roles of curriculum support officers, among others, to include identifying the training needs of teachers, providing support services to teachers, organizing and conducting courses, updating teachers on curriculum changes, observing lessons and advising teachers, assisting to develop appropriate teaching/learning aids, providing professional guidance to teachers and collecting and submitting data on schools. Nyamwembe (2021) revealed that curriculum support officer visited schools, observed teaching techniques, conducted demonstrative lessons and advised teachers on the appropriate teaching methods and techniques as well as provided professional guidance and counselling to teachers and disseminating information on curriculum, evaluation, textbook selection and training to improve teaching and learning standards. Based on the above background, this study assessed the influence of curriculum support officers on record keeping and discipline among public Senior Secondary Schools in Bauchi State, Nigeria.

Statement of the Problem

The school as a formal organization has some pre-determined aims and objectives to be achieved. The aims cannot be achieved by the school itself without effective record keeping and discipline among the students and other school personnel. With this, one may say that the services of curriculum support officers are required on a regular basis, especially in the area of record keeping and discipline. However, despite the relevance associated with the services of curriculum support officers, it seems their services are mostly ignored by school administrators. Lack of qualified teachers, ignorance of the value associated with record keeping and discipline in the realization of school goals are some school administrative aspect of CSOs desire to work on. Certainly, poor attitudes to record keeping, and indiscipline on the part of teachers and pupils obstruct the determinants of the success of the education industry. Where the heads fail to arrest these situations, the smooth running of the schools is compromised and frustrated. This, therefore, calls for the services of professional consultants in education, such as curriculum support officers, to facilitate the realization of educational goals at any level. It is against the background that this study tried to assess the influence of curriculum support officers on record keeping and discipline among public Senior Secondary Schools in Bauchi State, Nigeria.

Objectives

The following objectives guided this study:

1. Assess the influence of curriculum support officers on record keeping among public Senior Secondary Schools in Bauchi State, Nigeria.
2. Assess the influence of curriculum support officers on discipline among public Senior Secondary Schools in Bauchi 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 record keeping among public Senior Secondary Schools in Bauchi State, Nigeria?
2. What is the influence of curriculum support officers on discipline among public Senior Secondary Schools in Bauchi State, Nigeria?

Methods

The descriptive survey was adopted for this study. According to the Federal Ministry of Education, Abuja (2016), the population of public Senior Secondary Schools in Bauchi State was 8,667. It formed the population of the study. The sample size was 365, and it was selected through a multistage sampling technique. The multistage sampling technique was used to select the respondents. In selecting the sample, the public Senior Secondary Schools in Bauchi State were grouped into educational zones to ease random selection. However, the Research Advisors' Sample Size Table (2006) was used to determine the sample size. The instrument used to collect the data was a self-designed structured item questionnaire. The instrument was titled the "Influence of Curriculum Support Officers on Record Keeping and Discipline among Public Senior Secondary Schools". The instrument contained two Sections; Section "A" was on the demographic data of the respondents; Section "B" consisted of item statements to answer the research questions. The instrument was made up of 24 structured items. However, the items were structured on a five-point Likert scale: Strongly Agreed (SA), Agreed (A), Undecided (U), Disagreed (D) and Strongly Disagreed (SD). The instrument was ascertained by some experts in the field, using the face and content validity. Based on suggestions during validation, some items were modified, some were dropped while others were added.

In order to ascertain the reliability of the instrument, a pilot study was conducted on forty members of the population from six (6) public Senior Secondary Schools in Bauchi State which were not used for the study. This was done through a test re-test method. The instrument was administered to principals and teachers at intervals of two weeks, and the 2 results were correlated using Pearson Product Moment Correlation Coefficient (PPMC) r . The reliability index of 0.84 was obtained which implied that the instrument was reliable. Simple percentages and frequency counts were used to analyze the demographic data while mean was used to answer the research questions.

Whether to accept or reject, 3.00 was used as the criterion mean since the instrument was structured on a five-point Likert scale. Therefore, a mean score of 3.00 and above indicated a positive response to the research question and was accepted while a mean score below 3.00 indicated negative answer to the research question and was rejected. However, out of the 365 copies of instruments distributed, 359 were correctly filled and returned.

Table 1: Opinions of Respondents on the Influence of Curriculum Support Officers on Record Keeping among Public Senior Secondary Schools in Bauchi State

Item Statements	N	Mean	Remarks
Curriculum support officer enhance effective record keeping among the school personnel.	359	4.2	Agree
Effective record keeping promotes smooth school running.	359	4.8	Agree
There are adequate qualified curriculum support officers to promote effective record keeping in the schools.	359	1.1	Disagree
School personnel are regularly trained and re-trained on record keeping through workshops and seminars by curriculum support officers.	359	2.3	Disagree
The required records for smooth school running are adequately kept.	359	3.2	Agree
All the required records are available to be used in the school when the need arises.	359	3.4	Agree
There are adequate facilities for storing school records.	359	2.6	Disagree
School records are kept manually in the schools.	359	4.7	Agree
There are adequate computers to enhance effective record keeping in the schools	359	1.1	Disagree
Manual record keeping is more preferable than the use of computer systems.	359	1.6	Disagree
There are adequate curriculum support officers to guide the teachers and other school personnel on the use of school record.	359	1.1	Disagree

Table 1 sought the opinions of respondents on the influence of curriculum support officers on record keeping among Senior Secondary Schools in Bauchi State. The results indicated that the respondents agreed that: school records were kept manually in the schools; all the required records were available to be used in the school when the need arose; the required records for smooth school running were adequately kept; effective record keeping promoted smooth school running; and curriculum support officers enhanced effective record keeping among the school personnel. However, they disagreed that: there were adequate qualified curriculum support officers to promote effective record keeping in the schools; school personnel were regularly trained and re-trained on record keeping through workshops and seminars by curriculum support officers; there were adequate facilities for storing school records; manual record keeping was more preferable than the use of computer systems; there were adequate curriculum support officers to guide teachers and other school personnel on the use of school record; and there were adequate curriculum support officers to guide the teachers

Table 2: Opinions of Respondents on the Influence of Curriculum Support Officers on Discipline among Public Senior Secondary Schools in Bauchi State

Item Statements	N	Mean	Remarks
Curriculum support officers enhance positive discipline among school personnel.	359	3.9	Agree
Curriculum support officers promote positive ethical issues in the schools.	359	4.6	Agree
School ethics are set to enhance effective realization of school goals.	359	4.8	Agree
Discipline among school personnel is required to realize an orderly school environment.	359	3.9	Agree
Disciplined school environment promotes quality teaching and learning processes.	359	4.5	Agree
Adequate qualified curriculum support officers enhance effective management of disciplinary issues in the schools.	359	3.4	Disagree
Parents react negatively when their children are punished for undesirable behaviours in the schools.	359	3.2	Agree
An orderly school environment promotes positive academic success among students.	359	3.8	Disagree
Unfenced school brings about disciplinary challenges in the schools.	359	4.3	Agree
There are adequate facilities such as offices, transport, welfare, etc, for effective operations of curriculum support officers in the schools.	359	1.3	Disagree

Table 2 sought the opinions of respondents on the influence of curriculum support officers on discipline among public Senior Secondary Schools in Bauchi State. The results indicated that the respondents agreed that: curriculum support officers enhanced positive discipline among school personnel; curriculum support officer promoted positive ethical issues in the schools; school ethics were set to enhance the effective realization of school goals; discipline among school personnel was required to realize an orderly school environment; disciplined school environment promoted quality teaching and learning processes; parents reacted negatively when their children were punished for undesirable behaviour in the schools; and unfenced school brought about disciplinary challenges in the school. However, the respondents disagreed that: there were adequate facilities such as offices, transport, welfare, etc, for effective operations of curriculum support officers in the schools; an orderly school environment promoted positive academic success among students; and adequate qualified curriculum support officers enhanced effective management of disciplinary issues in the schools.

Discussion of the Findings

The study revealed that curriculum support officers enhanced effective record keeping among the school personnel, effective record keeping promoted smooth school running, there were inadequate facilities for storing school records and school records were kept manually in the school. Those findings were in tandem with Faruk (2017)

which revealed that the use of the application of ICT to record keeping in secondary schools was not effective because there were inadequate computers for students; registration to manage financial records and record school staff attendance register. Mutahi (2021) stated that curriculum support officers collected and submitted data on school progress, and they were up to date. Also, Nyamwembe (2021) revealed that curriculum support officers visited schools to observe the teaching and learning process and also selected textbooks and other relevant records for effective management.

The study also revealed that curriculum support officers promoted positive ethical issues in the schools, disciplined school environment promoted quality teaching and learning processes, parents react negatively when their children were punished for undesirable behaviours in the schools, and there were inadequate facilities such as offices, transport, welfare, etc, for effective operations of curriculum support officers in the schools. The findings agreed with Awwal (2018) who averred that parents did react negatively when some disciplinary measures were applied on their children. Also, Anagha (2022) stated that discipline helped to create a healthy classroom, and a healthy classroom ensures discipline. According to Nyamwembe (2021), curriculum support officers perform all duties as may be necessary to promote standards in the teaching profession. Mutahi (2021) opined that curriculum support officer provided professional guidance to teachers and prepared regular educational progress reports to promote positive standards in the teaching profession.

Conclusion

The study concluded that curriculum support officers enhanced effective record keeping among the school personnel, effective record keeping promoted smooth school running, there were inadequate facilities for storing school records and school records were kept manually in the schools. More so, curriculum support officers promoted positive ethical issues in the schools, disciplined school environment promoted quality teaching and learning process, parents react negatively when their children were punished for undesirable behaviours in the schools and there were inadequate facilities such as offices, transport, welfare, etc, for effective operation of curriculum support officers in the schools.

Recommendations

Based on the findings, it was therefore, recommended that:

1. Principals should employ the services of curriculum support officers who would enhance positive record keeping among the school personnel and provide adequate facilities for storing school records including computers and ICT devices to promote smooth school running.
2. Through involving communities in disciplinary committees via officials of school-based management committees, principals should employ the services of curriculum support officers for promoting positive ethical issues aimed at ascertaining quality teaching and learning process in the schools.

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