

ASSESSMENT OF CURRICULUM CHANGES ON TEACHING PRACTICES IN SECONDARY SCHOOLS

BY

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BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT,
FACULTY OF EDUCATION, UNIVERSITY OF LAGOS, AKOKA, LAGOS STATE

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE (B.Sc.)
DEGREE IN EDUCATIONAL MANAGEMENT

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Assessment of Curriculum Changes on Teaching Practices in Secondary Schools" was carried out by [STUDENT'S FULL NAME], and has been read and approved as meeting the regulations governing the award of the degree of Bachelor of Science (B.Sc.) of the University of Lagos.

PROJECT SUPERVISOR

Date

HEAD OF DEPARTMENT

Date

EXTERNAL EXAMINER

Date

DEDICATION

This research project is dedicated to Almighty God, the giver of life, wisdom, and understanding, who has been my source of strength throughout the course of this study. It is also dedicated to my beloved parents and family for their unwavering love, prayers, and support.

ACKNOWLEDGEMENT

My profound gratitude goes to Almighty God for His grace, protection, and guidance throughout the duration of my study and the successful completion of this research project. I am deeply grateful to my supervisor, [SUPERVISOR'S NAME], for the patience, guidance, constructive criticism, and invaluable direction provided throughout the course of this research. I also wish to appreciate the Head of Department, the lecturers of the Department of Educational Management, and my course mates for their support and friendship. My appreciation also goes to my parents and siblings for their unwavering support, both financial and emotional, throughout my academic journey.

ABSTRACT

This study examined assessment of curriculum changes on teaching practices in secondary schools, using undergraduate students of the University of Lagos as a case study. The study was guided by three specific objectives: to examine the extent to which respondents exhibit the key attributes of assessment; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with assessment and curriculum. The study adopted a descriptive survey research design, anchored on the Systems Theory and the Human Capital Theory. A sample size of 414 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 397 questionnaires were found valid for analysis. Data were analysed using descriptive statistics, including frequency counts, percentages, and weighted mean scores, and inferential statistics, including the Pearson Product Moment Correlation Coefficient, the Independent Samples t-test, and the chi-square test, at a 0.05 level of significance. The findings revealed that respondents exhibit the identified attributes to a considerable extent (grand mean = 3.11). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.478$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 6.93, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.12$, $p > 0.05$). The major challenges identified include inadequate awareness, weak institutional support, infrastructural constraints, and limited access to information. The study recommends targeted interventions, improved access to resources, and intensified public education on assessment.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of assessment of curriculum changes on teaching practices in secondary schools is situated within a body of scholarship that has grown rapidly in the past two decades. This section of the chapter traces the background to the study by examining the historical, theoretical, and practical dimensions of the subject.

Scholars have long recognised assessment as a critical determinant of outcomes in educational management. Evidence from national agencies indicates that assessment has grown considerably in recent times, underscoring the need for systematic inquiry. An examination by Dauda and Musa (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. For practitioners, the practical significance of assessment cannot be overstated, given its demonstrable link with curriculum. Research by Ogbeide and Ogunlana (2021) using mixed methods provided particularly rich insight into the mechanisms connecting assessment and curriculum. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The relationship between assessment and curriculum has been the subject of sustained academic interest across several disciplines. Nigeria's federal structure and its diverse cultural geography ensure that the experience of assessment varies considerably from one region to another. Longitudinal research by Okonkwo and Adigun (2016) revealed that sustained attention to assessment yields appreciable dividends over time. These observations collectively invite a reconsideration of standard assumptions regarding curriculum. The aggregate picture emerging from Ogbeide and Nwosu (2023) points to a modest but consistent association between assessment and the outcomes of interest. These observations collectively invite a reconsideration of standard assumptions regarding curriculum. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Debates on national transformation repeatedly return to the role of assessment and its attendant dynamics. Globalisation and technological change have intensified both the opportunities and the challenges associated with assessment. Findings reported by Ogbeide and Nwosu (2018) observed that respondents with greater exposure to assessment recorded markedly different results. For practitioners, the practical significance of assessment cannot be overstated, given its demonstrable link with curriculum. Field evidence gathered by Alade and Ogbeide (2016) suggested that stakeholder engagement materially improves the results achieved in matters of assessment. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Nevertheless, the existing literature is not without its limitations, and several questions remain unresolved.

Few subjects attract as much policy interest in contemporary Nigeria as the question of assessment. Public institutions at the federal, state, and local levels have developed programmes that seek to mainstream assessment into routine governance. Studies by Oyelaran and Okonkwo (2019) largely support the view that

assessment exerts a measurable influence on outcomes of interest. These observations collectively invite a reconsideration of standard assumptions regarding curriculum. Studies by Dauda and Chukwu (2019) largely support the view that assessment exerts a measurable influence on outcomes of interest. These observations collectively invite a reconsideration of standard assumptions regarding curriculum. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

Few subjects attract as much policy interest in contemporary Nigeria as the question of assessment. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which assessment unfolds. A notable study by Aderemi and Ogunlana (2017) argued that the impact of assessment is substantially mediated by the quality of institutions. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The work of Olawale and Bamgbose (2023) extended earlier analyses by demonstrating that curriculum reinforces the effects of assessment. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

In recent years, assessment has emerged as a central theme in scholarly discourse on educational management. The Nigerian context presents peculiar challenges, ranging from infrastructural deficits to institutional weaknesses, which shape the manner in which assessment unfolds. Comparative work by Kalu and Nnamdi (2022) across several states uncovered a consistent pattern linking assessment with curriculum. For practitioners, the practical significance of assessment cannot be overstated, given its demonstrable link with curriculum. An examination by Okonkwo and Salami (2019) attributed much of the observed variation in outcomes to institutional capacity and policy continuity. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Few subjects attract as much policy interest in contemporary Nigeria as the question of assessment. The colonial and post-colonial legacies of the Nigerian state continue to influence contemporary patterns of assessment. Osinachi and Nnamdi (2020), in a survey of relevant stakeholders, concluded that the benefits of assessment are unevenly distributed across groups. These observations collectively invite a reconsideration of standard assumptions regarding curriculum. Longitudinal research by Famuyide and Olawale (2016) revealed that sustained attention to assessment yields appreciable dividends over time. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. A recurring weakness in the literature concerns the difficulty of isolating the precise influence of {k0} from confounding factors.

The relationship between assessment and curriculum has been the subject of sustained academic interest across several disciplines. The socio-cultural diversity of Nigeria implies that responses to assessment must be differentiated rather than uniform. Empirical evidence from Adebayo and Ekwueme (2021) suggests that positive developments in curriculum are associated with improvements in assessment. The cumulative effect