

INFLUENCE OF CURRICULUM IMPLEMENTATION ON STUDENT ACHIEVEMENT IN NIGERIAN SCHOOLS

BY

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DEGREE IN EDUCATIONAL MANAGEMENT

[MONTH, YEAR]

CERTIFICATION

This is to certify that this research project titled "Influence of Curriculum Implementation on Student Achievement in Nigerian 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.

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ABSTRACT

This study examined influence of curriculum implementation on student achievement in nigerian 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 influence; to determine the influence of these attributes on the outcomes under investigation; and to identify the challenges associated with influence and curriculum. The study adopted a descriptive survey research design, anchored on the Systems Theory and the Human Capital Theory. A sample size of 392 respondents was determined using the Taro Yamane formula and selected through stratified and simple random sampling techniques, out of which 375 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 = 3.05). The study also found a statistically significant, moderate, positive relationship between the independent and dependent variables ($r = 0.598$, $p < 0.05$) and a significant dependent association on the chi-square test (chi-square = 7.03, $p < 0.05$). No statistically significant difference was found between male and female respondents ($t = 1.22$, $p > 0.05$). 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 influence.

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CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

The study of influence of curriculum implementation on student achievement in Nigerian 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.

The phenomenon of influence, while not new, has acquired fresh analytical urgency in Nigeria. Auxiliary variables, including education, income, and location, further condition how influence is experienced across communities. The work of Bamgbose and Aderemi (2023) extended earlier analyses by demonstrating that curriculum reinforces the effects of influence. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. Empirical evidence from Adeniyi and Adebayo (2021) suggests that positive developments in curriculum are associated with improvements in influence. The weight of evidence therefore points toward a renewed commitment to evidence-based decision-making. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Scholars have long recognised influence as a critical determinant of outcomes in educational management. Within Lagos State, the country's most populous commercial hub, the dynamics of influence are observed in their starkest form. Findings reported by Adekunle and Olawale (2018) observed that respondents with greater exposure to influence recorded markedly different results. These developments carry important implications for policy and practice in educational management. The aggregate picture emerging from Famuyide and Bello (2023) points to a modest but consistent association between influence and the outcomes of interest. The implications of these dynamics are far-reaching, touching questions of equity, efficiency, and accountability. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

Scholars have long recognised influence as a critical determinant of outcomes in educational management. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of influence. Research by Famuyide and Bello (2021) using mixed methods provided particularly rich insight into the mechanisms connecting influence and curriculum. Sustained engagement with the issues raised here is therefore essential if meaningful progress is to be recorded. Research by Adigun and Adekunle (2021) using mixed methods provided particularly rich insight into the mechanisms connecting influence and curriculum. The practical import of these findings extends well beyond the academic sphere into everyday institutional practice. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The relationship between influence and curriculum has been the subject of sustained academic interest across several disciplines. National policies and programmes have sought, with varying degrees of success, to respond to the realities of influence and curriculum. The aggregate picture emerging from Dauda and Bamgbose (2023) points to a modest but consistent association between influence and the outcomes of interest. The cumulative effect of these dynamics is a situation that demands urgent and coordinated

intervention. Studies by Bakare and Bamgbose (2019) largely support the view that influence exerts a measurable influence on outcomes of interest. Left unaddressed, the identified patterns are likely to intensify, with adverse consequences for all stakeholders. It is therefore imperative that further empirical work be undertaken to clarify the causal relationships at stake.

Over the past two decades, influence has become increasingly significant within the Nigerian landscape and beyond. Globalisation and technological change have intensified both the opportunities and the challenges associated with influence. Comparative work by Famuyide and Kalu (2022) across several states uncovered a consistent pattern linking influence with curriculum. For practitioners, the practical significance of influence cannot be overstated, given its demonstrable link with curriculum. The aggregate picture emerging from Adigun and Chukwu (2023) points to a modest but consistent association between influence and the outcomes of interest. These observations collectively invite a reconsideration of standard assumptions regarding curriculum. The reviewed studies, while valuable, are frequently dated, small in scale, or confined to a single locality.

The salience of influence in national discourse has grown steadily, driven by changing social conditions and technological penetration. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of influence. An examination by Alade and Famuyide (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. Evidence assembled by Adebayo and Salami (2015) across twelve states underscored the heterogeneity of outcomes linked to influence. 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 salience of influence in national discourse has grown steadily, driven by changing social conditions and technological penetration. Economic pressures and resource scarcity frequently determine the pace at which influence advances in practice. A notable study by Salami and Musa (2017) argued that the impact of influence is substantially mediated by the quality of institutions. For practitioners, the practical significance of influence cannot be overstated, given its demonstrable link with curriculum. A notable study by Alade and Nnamdi (2017) argued that the impact of influence is substantially mediated by the quality of institutions. 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.

A growing corpus of literature draws attention to the pivotal role of influence in shaping developmental trajectories. Federal and state governments have initiated several reforms, yet implementation gaps continue to constrain progress in matters of influence. Findings reported by Olawale and Oyelaran (2018) observed that respondents with greater exposure to influence recorded markedly different results. For practitioners, the