

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.

TABLE OF CONTENTS

Title Page	i
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	vii
List of Figures	viii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study	1
1.2 Statement of the Problem	4
1.3 Objectives of the Study	7
1.4 Research Questions	7
1.5 Research Hypotheses	7
1.6 Significance of the Study	8
1.7 Scope and Limitation of the Study	11
1.8 Definition of Terms	13
CHAPTER TWO: LITERATURE REVIEW	14
2.1 Conceptual Review	14
2.1.1 Concept of Influence	14
2.1.2 Concept of Curriculum	15
2.1.3 Concept of Implementation	17
2.2 Theoretical Framework	19
2.2.1 Systems Theory	19
2.2.2 Human Capital Theory	20
2.2.3 Transformational Leadership Theory	21
2.2.4 Goal-Setting Theory	22
2.3 Empirical Review	23
2.3.1 Early Studies on influence	24
2.3.2 Recent Nigerian Evidence on influence	25
2.3.3 Influence and curriculum	27
2.3.4 Comparative Perspectives across Africa	29
2.4 Summary of Literature Review	31
CHAPTER THREE: RESEARCH METHODOLOGY	33
3.1 Research Design	33
3.2 Population of the Study	33
3.3 Sample Size and Sampling Technique	34
3.4 Sources of Data Collection	35
3.5 Research Instrument	36
3.6 Validity and Reliability of the Instrument	37
3.7 Method of Data Analysis	38
3.7.1 Administration of the Instrument	39

3.8 Ethical Considerations	39
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION	42
4.1 Data Presentation	42
4.2 Demographic Characteristics of Respondents	42
4.3 Analysis of Research Questions	43
4.4 Test of Hypotheses	44
4.5 Discussion of Findings	45
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS	51
5.1 Summary	51
5.2 Conclusion	52
5.3 Recommendations	53
5.4 Suggestions for Further Studies	53
REFERENCES	55
APPENDIX	57

LIST OF TABLES

Table 2.1: Summary of the Review of Related Literature	31
Table 2.2: Operationalisation of the Study Variables	32
Table 3.1: Population of the Study and Sampling Technique	40
Table 3.2: Validity and Reliability of the Research Instrument	41
Table 4.1: Gender Distribution of Respondents	48
Table 4.2: Age Distribution of Respondents	48
Table 4.3: Educational Attainment of Respondents	49
Table 4.4: Weighted Mean Analysis of Research Question One	49
Table 4.5: Weighted Mean Analysis of Research Question Two	49
Table 4.6: Correlation Summary between the Independent and Dependent Variables	49
Table 4.7: Independent Samples t-test by Gender	49
Table 4.8: Chi-square Test of Association	49

LIST OF FIGURES

Figure 1.1: Conceptual Framework of the Study	13
Figure 3.1: Educational Management Research Context	41
Figure 4.1: Gender Distribution of Respondents	48
Figure 4.2: Age Distribution of Respondents	48

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