

The Effect of Curriculum Development on Academic Performance of Secondary School Students in Ilorin West L.G.A of Kwara State

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Abstract- A curriculum is commonly understood as the set of deliberately structured and systematically organized learning experiences that schools provide for learners. Curriculum development is understood as a structured and deliberate process through which educational programmes are planned, organized, implemented, and reviewed. For the reason that education operates within a constantly changing social and technological environment, curriculum development must remain flexible, undergoing regular revision to accommodate new societal expectations, emerging technologies, and shifts in learners' competencies. The present study aims to determine the effect of curriculum development on academic performance of secondary school students in Ilorin West LGA, of Kwara State. The study employed a descriptive survey research design in combination with a correlational approach. The findings of the study revealed that curriculum development significantly determined academic performance of the students in the local government. Instructional resources also emerged as one of the strongest predictors of academic performance of students. It was therefore recommended that Curriculum planners should update secondary school curricula periodically to ensure relevance and alignment with modern socio-economic realities.

Key words: Curriculum, curriculum development, academic performance

I. INTRODUCTION

Curriculum development is central to the effectiveness of any educational system and remains a key determinant of the learning outcomes students ultimately attain. In modern educational scholarship, it is conceptualized as a continuous, systematic, and iterative process that encompasses the planning, structuring, execution, evaluation, and refinement of instructional experiences provided to learners (Offorma, 2020). As noted by Ogunyemi and Adebayo (2019), a sound curriculum should stimulate intellectual development, facilitate the acquisition of essential competencies, nurture critical reasoning abilities, and contribute significantly to improved academic performance.

In the Nigerian context, the National Policy on Education serves as the principal guide for structuring secondary school curricula and promotes functional, competency-driven, and learner-oriented instructional approaches. However, the realization of these goals has been consistently hindered by a number of systemic challenges. Research evidence points to recurring problems such as obsolete curriculum content, limited teacher participation in curriculum design, shortages of essential teaching resources, and ineffective evaluation practices (Akinsolu, 2021). These constraints have contributed to ongoing weaknesses in students' academic achievement, especially in core subjects like English Language, Mathematics, Social Studies, and Basic Science.

Ilorin West Local Government Area in Kwara State is recognized as one of the leading educational hubs in North-Central Nigeria, with a concentration of well-established public and private secondary schools. Despite this reputation, students' academic outcomes have shown inconsistent trends in recent years. According to the Kwara State Ministry of Education (2022), a considerable proportion of learners have fallen below proficiency benchmarks in national examinations such as WAEC and NECO. Researchers link these performance variations to several curriculum-related issues, including poorly structured curriculum content, limited alignment between subject matter and learners' needs, ineffective instructional practices, inadequate teacher readiness, and weak assessment procedures (AbdulGaniyu & Ibrahim, 2022; Yusuf & Alabi, 2021).

While curriculum development is expected to operate through continuous research-based improvement, many Nigerian schools experience implementation challenges. These include limited teacher training, inadequate learning resources, insufficient

supervision, and failure to integrate emerging educational trends such as competency-based learning and digital literacy. Such challenges reduce students' conceptual understanding, weaken engagement, and negatively influence academic performance (Yusuf & Alabi, 2021).

In light of these challenges, an empirical examination of the role that curriculum development practices play in shaping students' academic outcomes in Ilorin West L.G.A. becomes imperative. Gaining a clear understanding of the extent and nature of this relationship is crucial for supporting evidence-based policy formulation, informing curriculum review processes, strengthening teacher professional development initiatives, and improving instructional practices across secondary schools within the locality.

Statement of the Problem

Over time, the academic performance of students in secondary schools across Ilorin West Local Government Area has exhibited notable fluctuations. Results from state and national examinations repeatedly show that a significant number of learners fall short of expected proficiency levels in major subjects. This persistent pattern has generated concern among educators, policymakers, and other stakeholders about the adequacy, relevance, and overall effectiveness of the existing curriculum in meeting learners' needs.

Despite periodic curriculum revisions in Nigeria, a substantial number of teachers continue to adopt conventional, teacher-dominated instructional styles instead of the learner-centred methods recommended in curriculum policy documents (Yusuf & Alabi, 2021). Effective curriculum implementation is also hindered by shortages of essential instructional materials, with many schools lacking adequate teaching aids and facilities. Adding to this problem is the limited access teachers have to continuous professional development, which reduces their capacity to understand, modify, and competently deliver curriculum content in line with modern educational expectations.

Curriculum developers rarely involve classroom teachers who serve as the final implementers in curriculum planning and design. This disconnect creates a gap between prescribed curriculum content and the actual classroom practices adopted by

teachers. Consequently, students' engagement, comprehension, and academic performance are negatively affected (Akinsolu, 2021).

Although, numerous studies in Nigeria have explored the factors influencing students' academic achievement, there remains a notable lack of localized empirical research focusing specifically on the role of curriculum development in shaping learning outcomes within Ilorin West L.G.A. The absence of context-specific evidence makes it difficult for stakeholders to design effective, data-driven educational strategies. Consequently, decision-makers often rely on assumptions or generalized national findings that may not reflect the unique realities of schools within the area. This study therefore aims to fill this gap by empirically examining how curriculum development practices influence the academic performance of secondary school students in Ilorin West L.G.A.

Objectives of the Study

The main objective of this study is to assess how curriculum development shapes the academic performance of secondary school students in Ilorin West Local Government Area of Kwara State.

Specifically, the study sought:

1. To investigate the degree to which the curriculum content contributes to students' academic achievement.
2. To determine the impact of curriculum implementation practices on students' performance.
3. To examine how teacher preparedness affects curriculum delivery and the resulting academic outcomes.
4. To analyse the influence of instructional materials and other teaching resources on students' academic performance.
5. To explore the relationship between curriculum evaluation processes and the academic results of students.

Research Questions

The following research questions guided the study:

1. To what extent does curriculum content influence the academic performance of secondary school students?
2. How does curriculum implementation affect students' academic performance?

3. What influence does teacher preparedness have on curriculum delivery and academic performance?
4. What is the effect of instructional resources on students' academic performance?
5. How do curriculum evaluation practices relate to academic performance?

Research Hypotheses

The following null hypotheses were formulated:

H0₁: Curriculum content has no significant effect on the academic performance of secondary school students.

H0₂: Curriculum implementation has no significant effect on students' academic performance.

H0₃: Teacher preparedness does not significantly influence academic performance.

H0₄: Instructional resources do not significantly affect students' academic performance.

H0₅: Curriculum evaluation practices have no significant relationship with academic performance.

II. LITERATURE REVIEW

Concept of Curriculum

A curriculum is commonly understood as the set of deliberately structured and systematically organized learning experiences that schools provide for learners (Offorma, 2020). It encompasses the subject matter delivered in classrooms, the instructional activities planned for students, the teaching aids and materials employed during lessons, and the assessment strategies used to measure learning progress. According to Ogunyemi and Adebayo (2019), the curriculum represents the sum of all experiences formal, informal, and hidden that learners encounter under the direction of their teachers.

In the Nigerian educational system, curriculum development is shaped by the directives of the National Policy on Education, which prioritizes functional literacy, technological skills, civic responsibility, and readiness for advanced studies. Despite these aspirations, persistent issues such as excessive content, limited contextual relevance, and gaps in effective implementation continue to hinder the realization of curriculum goals (Akinsolu, 2021).

Concept of Curriculum Development

Curriculum development is understood as a structured and deliberate process through which

educational programmes are planned, organized, implemented, and reviewed (Tyler, 1949; Oluwalola, 2022). The process typically involves identifying learners' needs, establishing instructional objectives, selecting and sequencing appropriate content, creating meaningful learning experiences, and assessing the extent to which desired outcomes are achieved. Because education operates within a constantly changing social and technological environment, curriculum development must remain flexible, undergoing regular revision to accommodate new societal expectations, emerging technologies, and shifts in learners' competencies.

Modern perspectives on curriculum design place strong emphasis on competency-based instruction, the integration of digital skills, fostering creativity, and promoting continuous assessment. Despite these progressive ideals, many secondary schools in Nigeria continue to operate with outdated curriculum structures and limited adaptability, posing significant challenges to effective teaching and learning (AbdulGaniyu & Ibrahim, 2022).

Components of Curriculum Development

Most scholars categorize curriculum development around key components:

- a. Curriculum Content: Curriculum content encompasses the body of knowledge, skills, attitudes, and values that students are intended to develop through instructional activities. When the content is current, relevant, and aligned with learners' needs, it enhances understanding, promotes engagement, and supports stronger academic achievement. Conversely, outdated or poorly aligned content often results in learner disinterest and reduced performance (Yusuf & Alabi, 2021).
- b. Curriculum Implementation: Concerned with transforming the written curriculum into actual classroom practices. Its success depends on teacher competence, resource availability, and supportive school environments.
- c. Teacher Preparedness: Relates to teachers' professional readiness, subject mastery, and pedagogical skills. Well-prepared teachers enhance curriculum delivery and strongly predict academic success (Olayiwola & Adedayo, 2020).

- d. **Instructional Resources:**Instructional resources comprise the various materials and facilities that support effective teaching and learning, including textbooks, laboratory equipment, ICT tools, well-equipped libraries, and a range of audio-visual or practical teaching aids. When these resources are adequately provided and properly utilized, they enhance lesson delivery, deepen students' understanding of concepts, and contribute significantly to improved academic performance. Schools that lack these essential resources often record weaker learning outcomes, underscoring their importance in the instructional process (Okebukola, 2021).
- e. **Curriculum Evaluation:**Assesses the efficiency of curriculum content, implementation, and learning outcomes. Continuous evaluation ensures relevance and quality.

Concept of Academic Performance

Academic performance describes the extent to which learners attain the expected educational objectives, typically assessed through classroom tests, assignments, examinations, and other evaluative activities (Adeyemi, 2020). A wide range of factors influence students' performance, including the quality of the curriculum, the competence of teachers, the availability of instructional materials, the school environment, and individual learner characteristics. In the Nigerian context, external examinations such as WAEC and NECO serve as key measures of academic achievement. The recurring low performance recorded in these examinations points to shortcomings in curriculum delivery and the broader teaching-learning process (Kwara State Ministry of Education, 2022).

Theoretical Review

1. **Tyler's Objective Model (1949)**
This model argues that curriculum development must begin with clear, measurable objectives. Curriculum effectiveness is determined by the alignment between objectives, learning experiences, and evaluation. This model supports the present study by emphasizing coherence between curriculum design and academic outcomes.

2. **Bruner's Spiral Curriculum Theory (1960)**

Bruner proposes that curriculum should allow learners to revisit concepts at increasing levels of complexity. This theory informs curriculum sequencing and suggests that logically progressive content enhances academic performance.

Empirical Review

Adebayo and Olatunji (2019) reported that the use of outdated curriculum content was a major factor responsible for low academic performance among secondary school learners in Lagos State. In the same vein, Akinsolu (2021) observed that poor curriculum implementation practices were closely linked to the persistent decline in students' WAEC results across Nigeria. Evidence from Kwara State by AbdulGaniyu and Ibrahim (2022) further revealed that teacher preparedness significantly influenced students' achievement in key subjects such as English Language and Mathematics, underscoring the importance of adequate training in curriculum interpretation.

Okebukola (2021) demonstrated that access to relevant instructional resources especially functional Biology laboratories had a substantial positive effect on students' academic performance in Nigerian schools. Yusuf and Alabi (2021) drew attention to gaps in curriculum evaluation systems, noting that the absence of structured review mechanisms contributed to consistently poor learning outcomes.

Findings from other countries support these observations. Ling and Wah (2020), in their study in Malaysia, established that student-centred approaches to curriculum implementation enhanced learners' academic achievement. In South Africa, research by Maphoso and Mahlo (2020) identified teacher expertise and adequate instructional resources as central to effective curriculum delivery. Similarly, Morris and Perry (2021) in the United Kingdom found that continuous and systematic curriculum review was critical for improving students' learning performance.

III. METHOD

Research Design

The study employed a descriptive survey research design in combination with a correlational approach. The survey design was considered suitable because it allowed data to be gathered from a sizable group of teachers and students, providing direct insight into curriculum development practices across secondary schools in Ilorin West Local Government Area. Through this design, the researcher was able to identify prevailing patterns, perceptions, and trends concerning curriculum content, delivery methods, teacher readiness, availability of instructional resources, and evaluation procedures.

The correlational aspect of the design was used to assess the degree and direction of the relationship between curriculum development components and students' academic performance. This method was appropriate because it focuses on naturally occurring relationships without manipulating any variables, thereby increasing the study's realism and ecological validity. Together, the two approaches offered a strong and comprehensive methodological framework for addressing the study's objectives and testing its hypotheses.

Population of the Study

The population for the study comprised all secondary school teachers and students within Ilorin West Local Government Area of Kwara State. Particular attention was given to teachers responsible for delivering curriculum content in key subject areas, as well as students whose academic performance is shaped by instructional practices. Ilorin West, recognized as a major educational hub with a concentration of both public and private secondary schools, offered an appropriate setting for examining issues related to curriculum development and its influence on learning outcomes.

Sample and Sampling Technique

A total of 180 participants were involved in the study, consisting of 60 teachers and 120 students drawn from public and private secondary schools within Ilorin West L.G.A. The selected sample was deemed sufficient to support the descriptive and inferential statistical procedures employed in the research.

Research Instruments

Two main instruments were used for data collection:

1. Curriculum Development Practices Questionnaire (CDPQ) for Teachers: Designed to gather information on curriculum content, implementation strategies, teacher preparedness, instructional resources, and curriculum evaluation.
2. Academic Performance Rating Scale (APRS) for Students: Used to obtain data on students' academic achievement based on self-report measures and corroborated by school performance records.

Both instruments comprised Likert-scale items alongside open-ended questions intended to capture more detailed insights into respondents' experiences, perceptions, and the challenges they encounter.

Validity of the Instruments

Validity of the instruments was established through expert assessment. Specialists in Curriculum Studies, Educational Measurement, and Research Methodology from the University of Ilorin reviewed the draft tools to determine their clarity, relevance, scope, and consistency with the study's objectives. Their observations and suggestions were duly integrated to improve the precision and suitability of the final instruments.

Reliability of the Instruments

The reliability of the quantitative components of the instruments was determined using the Cronbach Alpha procedure. To achieve this, a pilot test was carried out in a secondary school that shared similar characteristics with the target population but was not included in the main study. The reliability analysis yielded the following coefficients; CDPQ= 0.86 while APRS=0.81. These coefficients exceed the recommended minimum threshold of 0.70, indicating strong internal consistency. For qualitative components, reliability was enhanced through inter-coder agreement, where two independent coders reviewed narrative responses to ensure consistency of theme identification.

Method of Data Collection

Both quantitative and qualitative methods were used for data collection. The questionnaires were personally administered to both teachers and students in the selected schools. With the assistance of trained research personnel, the instruments were distributed and collected on the same day to ensure maximum

return rates. Respondents were assured of confidentiality and anonymity to promote sincerity and accuracy in their responses.

In qualitative data collection, open-ended responses were collected from teachers to obtain richer insights into curriculum implementation challenges. Additionally, a short reflective writing task was given to selected students to capture their perceptions of curriculum relevance, learning experiences, and classroom realities. These qualitative responses were later analyzed thematically.

IV. DATA ANALYSIS

Quantitative Data Analysis

Quantitative data from the questionnaires were analysed using the Statistical Package for the Social Sciences (SPSS) version 23. The following statistical techniques were applied; Descriptive Statistics: Mean, frequency counts, percentages, and standard deviations for summarizing responses. Pearson Product-Moment Correlation (PPMC) was used to determine the relationships between curriculum

development variables and students' academic performance. Independent Samples t-test was used to examine significant differences between sub-groups (e.g., gender and school type) while Regression Analysis was used to determine the predictive power of curriculum development components on academic performance. These analyses addressed the research questions and tested the hypotheses of the study.

Qualitative Data Analysis

Qualitative data from open-ended responses were analysed using thematic analysis. N-Vivo software was employed for coding, categorization, and identification of emerging themes. This ensured a rigorous and systematic interpretation of respondents' narratives and helped to triangulate the quantitative findings for deeper insight.

V. RESULTS

Demographic Characteristics of Respondents

Demographic data were collected from both teachers and students to provide background information about the respondents.

Table 1: *Gender Distribution of Teachers (N = 60)*

Gender	Frequency	Percentage (%)
Male	28	46.7%
Female	32	53.3%
Total	60	1000%

Table 2: *Gender Distribution of Students (N = 120)*

Gender	Frequency	Percentage (%)
Male	56	46.7%
Female	64	53.3%
Total	120	1000%

Both samples show nearly equal gender representation, indicating balanced participation across male and female respondents.

Research Question One: To what extent does curriculum content influence academic performance of secondary school students?

Table 3: *Descriptive Statistics of Curriculum Content and Academic Performance*

Variable	N	Mean (M)	Standard Deviation (SD)
Curriculum Content	180	3.84	0.62
Academic Performance	180	3.56	0.71

The mean score of 3.84 indicates that teachers and students perceive curriculum content as moderately relevant but in need of updates. Academic performance mean score (3.56) suggests moderate achievement levels. The similarity in spread hints at a potential relationship between the variables.

Hypothesis Testing

Hypothesis One: Curriculum content has no significant effect on academic performance.

Table 4: *Correlation between Curriculum Content and Academic Performance*

Variable	R	p-value
Curriculum Content & Academic Performance	0.612	0.000

$p < 0.05 \rightarrow$ Reject H01

Curriculum content significantly influences academic performance.

Hypothesis Two: Curriculum implementation has no significant effect on academic performance.

Table 5: *Correlation between Curriculum Implementation and Academic Performance*

Variable	r	p-value
Curriculum Implementation & Academic Performance	0.428	0.000

$p < 0.05 \rightarrow$ Reject H02

Implementation has a significant but moderate effect.

Hypothesis Three: Teacher preparedness does not significantly influence academic performance.

Table 6: *Regression of Teacher Preparedness on Academic Performance*

Variable	β	t	p
Teacher Preparedness	0.381	5.422	0.000

$p < 0.05 \rightarrow$ Reject H03

Teacher preparedness significantly predicts academic performance.

Hypothesis Four: Instructional resources do not significantly affect academic performance.

Table 7: *Regression of Instructional Resources on Academic Performance*

Variable	β	t	p
Instructional Resources	0.456	6.019	0.000

$p < 0.05 \rightarrow$ Reject H04

Instructional resources significantly affect academic performance.

Hypothesis Five: Curriculum evaluation practices have no significant relationship with academic performance.

Table 8: *Correlation between Curriculum Evaluation and Academic Performance*

Variable	r	p-value
Curriculum Evaluation & Academic Performance	0.391	0.000

$p < 0.05 \rightarrow$ Reject H05

Curriculum evaluation practices have significant relationship with academic performance.

Qualitative Data Analysis (Thematic Interpretation)

Using NVivo, open-ended responses from teachers produced three major themes:

Theme 1: Curriculum Content Relevance

Teachers noted that some subjects still contain obsolete topics that do not reflect current realities, affecting interest and achievement.

Theme 2: Implementation Challenges

Frequent challenges identified by respondents included overcrowded classrooms, limited instructional time, a shortage of teaching materials, and excessively packed syllabi.

Theme 3: Resource Limitations

Nearly all the teachers highlighted the lack of ICT facilities, functional laboratories, well-equipped libraries, and up-to-date textbooks as major obstacles to effective instructional delivery.

VI. DISCUSSION

This chapter presents a detailed discussion of the study's findings, aligning them with the formulated research questions, hypotheses, and related empirical literature. The research examined how curriculum development influences the academic performance of

secondary school students in Ilorin West Local Government Area of Kwara State. Specifically, five core components of curriculum development curriculum content, curriculum implementation, teacher preparedness, instructional resources, and curriculum evaluation were analyzed. The findings are discussed under the thematic areas outlined below.

The findings of the study revealed a strong and statistically significant relationship between curriculum content and students' academic performance ($r = 0.612$, $p < 0.05$). This indicates that the structure, clarity, relevance, and overall suitability of curriculum content play a critical role in shaping students' learning outcomes. The descriptive results (mean = 3.84) further suggest that while the existing curriculum content is generally perceived as adequate, certain components require review, updating, and contextual refinement in order to meet contemporary academic demands.

These findings align with those of Yusuf and Alabi (2021), who observed that obsolete or poorly aligned curriculum topics reduce student motivation and contribute to weak performance in national examinations such as WAEC and NECO. Likewise, Ogunyemi and Adebayo (2019) emphasized that relevant and well-structured curriculum content enhances students' conceptual understanding, promotes interest-driven learning, and improves overall academic achievement. The convergence of these findings affirms that curriculum content remains a foundational determinant of students' performance across Nigerian secondary schools.

Qualitative insights from N-Vivo further confirmed these challenges. Teachers highlighted that several topics had lost contemporary relevance and did not reflect current societal, technological, or labour-market needs. Thus, when curriculum content aligns with learners' experiences and global educational standards, comprehension, engagement, and performance significantly improve.

The findings of the study shows further that curriculum implementation has a moderate yet statistically significant influence on students' academic performance ($r = 0.428$, $p < 0.05$). The mean score for implementation (3.49) indicates that while curriculum implementation practices are generally fair, they fall short of optimal standards.

This result aligns with the position of Akinsolu (2021), who asserted that the effectiveness of any curriculum is determined largely by the quality of its implementation within classroom contexts.

The qualitative findings highlighted several constraints affecting implementation, including overcrowded classrooms, insufficient time for lesson preparation, inadequate teaching resources, and the persistent reliance on teacher-centered instructional approaches. Teachers further noted that hurried lesson delivery, fragmented instruction, and incomplete syllabus coverage negatively affected students' comprehension and overall academic preparation.

The implication of these findings is clear: regardless of how well a curriculum is designed, it cannot produce meaningful learning outcomes unless it is effectively operationalized through systematic, resource-supported, and learner-centered classroom practices.

On the influence of teachers preparedness as predictor of academic performance, it was teachers preparedness significantly predict academic performance ($\beta = 0.381$, $p < 0.05$), with a relatively high mean score (3.92). This indicates that teachers in the study area generally possess good content knowledge, pedagogical competence, and classroom management skills.

This finding is consistent with Olayiwola and Adedayo (2020), who found that teacher preparedness enhances instructional clarity, student engagement, and conceptual mastery. AbdulGaniyu and Ibrahim (2022) also concluded that teacher competence profoundly influences student outcomes in Kwara State, particularly in Mathematics and English Language.

However, despite high teacher preparedness, overall academic performance remained moderate (mean = 3.56). This suggests that preparedness alone cannot guarantee improved outcomes unless it is complemented by adequate instructional resources, supportive school environments, and effective curriculum implementation frameworks.

Based on the effect of instructional resources on academic performance, the findings revealed that instructional resources emerged as one of the

strongest predictors of academic performance ($\beta = 0.456, p < 0.05$). Despite this strong predictive power, instructional resources scored the lowest mean value (3.21), indicating substantial inadequacies across the sampled schools.

This finding is consistent with the work of Okebukola (2021), who demonstrated that access to essential instructional resources such as functional laboratories, well-equipped libraries, ICT facilities, and updated textbooks significantly enhances students' learning outcomes. The results also align with the study of Maphoso and Mahlo (2020) in South Africa, which showed that schools with limited instructional resources tend to record lower academic performance because students have fewer opportunities for hands-on, inquiry-based, and experiential learning. These parallels reinforce the conclusion that adequate instructional resources are indispensable for effective curriculum delivery and improved student achievement.

Teachers' qualitative responses highlighted shortages of ICT tools, outdated textbooks, dilapidated libraries, and insufficient laboratory equipment. These deficiencies restrict students' ability to develop critical thinking skills, apply knowledge, and engage in experiential learning. Therefore, lack of instructional resources remains a primary constraint to academic performance in Ilorin West L.G.A.

The study however, found a significant relationship between curriculum evaluation practices and academic performance ($r = 0.391, p < 0.05$). Evaluation practices were rated moderately (mean = 3.44), indicating inconsistency in assessment, monitoring, and review processes.

This finding validates Anderson (2020) and Morris and Perry (2021), who emphasized that continuous curriculum evaluation helps detect learning gaps, improve teaching strategies, and align instructional outcomes with societal expectations. However, in Nigeria, curriculum evaluation is often irregular or superficial (Oluwalola, 2022), as many schools do not conduct structured internal curriculum reviews.

The implication is that weak evaluation practices result in stagnant teaching methods, outdated instructional materials, and limited responsiveness to learner needs all of which negatively affect academic performance.

VII. IMPLICATIONS OF THE FINDINGS

1. Curriculum development must be holistic, integrating updated content, effective implementation, adequate resources, competent teachers, and continuous evaluation.
2. Teacher competency alone is insufficient unless supported by appropriate teaching materials and conducive learning environments.
3. Investment in instructional resources is critical, especially ICT tools, laboratories, and libraries.
4. Curriculum evaluation must be continuous, localized, and data-driven, rather than occasional or centrally imposed.
5. Students' academic performance reflects the systemic health of the curriculum, not merely individual ability or effort.

VIII. CONCLUSION

The study examined the effect of curriculum development on the academic performance of secondary school students in Ilorin West Local Government Area. The findings from both quantitative and qualitative analyses demonstrate that curriculum development significantly influences student achievement. The study found that:

- Curriculum content strongly affects learning outcomes, especially when it is relevant, updated, and well organized.
- Curriculum implementation has a moderate but significant effect, indicating that delivery quality is essential to curriculum success.
- Teacher preparedness is a key predictor of academic achievement, although its influence depends on supporting resources.
- Instructional resources are a major determinant of academic performance, and their scarcity remains a major challenge in the study area.
- Curriculum evaluation significantly contributes to academic success, reinforcing the need for continuous review, monitoring, and feedback.

Overall, the study concludes that developing and sustaining a functional curriculum requires coordinated efforts across all components. Enhancing

curriculum development practices is essential for improving academic performance in Ilorin West and similar educational contexts.

IX. RECOMMENDATIONS

- Regular Review and Modernization of Curriculum Content: Curriculum planners should update secondary school curricula periodically to ensure relevance and alignment with modern socio-economic realities. Obsolete topics should be replaced with competency-based, practical, and ICT-driven content.
- Strengthening Curriculum Implementation: School administrators should improve implementation by ensuring adequate time allocation, reducing teacher workload, improving supervision, and encouraging learner-centred instructional methods.
- Continuous Professional Development for Teachers: The Ministry of Education should organize consistent training on curriculum interpretation, modern pedagogical approaches, ICT integration, and differentiated instruction.
- Adequate Provision of Instructional Resources: Government and private proprietors should invest in ICT tools, libraries, laboratories, and modern textbooks. Public-private partnerships can help address resource shortages.
- Adoption of Student-Centred Teaching Approaches: Teachers should employ project-based learning, inquiry-based methods, group work, and ICT-enhanced learning to deepen conceptual understanding.
- Enhanced Stakeholder Engagement: Parents, community leaders, and educational stakeholders should be involved in curriculum planning, resource mobilization, and monitoring.

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