

**AN INVESTIGATION INTO THE FACTORS AFFECTING STUDENTS'  
PERFORMANCE IN HISTORY EDUCATION AT THE UNIVERSITY OF BENIN.**

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UNIVERSITY OF BENIN.**

**MARCH, 2025**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL  
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**CERTIFICATION**

We, hereby certify that this study was carried out by **Faith Oghomwenyemwen OHIAGBONMWEN** with Matriculation Number EDU2005555 in the Department of Education Foundations, Faculty of Education, University of Benin, Benin City.

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## **DEDICATION**

This project is dedicated to God almighty from whom all knowledge, wisdom and intelligence come.

## ACKNOWLEDGEMENTS

The researcher wish to express her deepest gratitude to God, who has graciously grant me the knowledge, skills, and perseverance to complete this project. May his name be praised forever.

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## **ABSTRACT**

This study was conducted to examine the factors affecting student performance in the study of history in higher institution a case study of the University of Benin.

This study made use of the descriptive survey research design. The population of the study consisted One hundred (1,182) students which is also the sample respondents for the study. The instrument for data collection for this study was a self-constructed close-ended questionnaire the researcher's supervisors were part of the validation team. Data obtained from the study were analyzed using mean score analysis. It was found in this study that Students level of performance varies as a result of factors like strong analytical skills, teaching methods, complexity of historical analysis and ease of access to educational resources. Family, time management skills, student's prior knowledge of history, quality of teaching, and personal motivation/interest in history are the factors responsible for the student performance in History in the university of Benin Students' field trips, level of participation, use of modern technology, incorporation of global perspectives to history courses and the use of multimedia resources are innovative approaches that can be used to teach History in the university of Benin The student have access to the lecturers for academic and personal advice which fosters an open and supportive learning environment

On the basis of the findings, it was concluded Students' performance in History at the University of Benin is influenced by various factors, including analytical skills, teaching methods, access to resources, and prior knowledge. Family background, time management, and personal motivation also play crucial roles. Innovative teaching methods such as field trips, modern technology, and multimedia resources enhance learning, while an open and supportive academic environment fosters better student engagement.

# CHAPTER ONE

## INTRODUCTION

### **Background of study**

History is an important school subject which conveys invaluable lessons from the past and whose worth transcends regional, national and cultural boundaries. However, effective teaching and learning history in Nigeria universities has long been blighted by problems and challenges that have often gone unaddressed. History is abstract subject whose content cannot be reproduced and reexamined for authenticity (Boadu, 2015). However, it is basically known that historians rely on remains, relics and other primary and secondary sources in the reconstruction of the past (Barton, 2001).

The student, who is one of the most basic element of education system, has from past to present been regarded as the future society, and in this sense, has been included as the continuous development process. Nations follow the global development process and attempt to frost knowledge, skill, behavior, competence and ideas in line with this development. Student performance is described as an outcome of education, the extent to which a student, teacher or institution have achieved their educational goal. It is also seen as a student achievement in school where he/she achieves desire performance (Good grade) or (Poor grade).

It is stated that students' performance plays an important role in producing the best quality graduate who will become great leaders of a country. Student achievement and learning performance are affected by numerous factors such as learning facilities gender, parent socio-economic status, age, and environment. These factors according to them, differ from one country to another.

The social study and educational background pointed out that student who mostly come from deprived socio-economic and educational background performed relatively better than those coming from higher socio-economic and educational background.

It's been observed that expectations, content and time are key issue in students' performance. This is to say that, what a student perform in school depends on his/her expectation of the education or subject area in question. According to them, student are motivated to achieve higher in subject areas they believe promises greater benefit. However, they argue that, the way and manner the content of the subject are planned and presented to the student also affect student performance. Time management, is also associated with students' achievement in school, those who manage their time efficiently are most likely to be successful in their studies.

The importance of assessment in education cannot be overemphasized as it serves as a quality control and quality assurance module that determine whether students understand what they have been taught and met the standard to be awarded certificate for the program (Ahmed 2018). It is observed that, most of the students that are struggling with their academic performance in tertiary institution are those who did not possess the entry-requirement into high school but get admission because of their certificates which were poorly assessed.

One of the factor that is associated with students' performance in the study of History in the university Benin is the student attitude and mentality toward their academic studies. Some students find it very difficult to distinguish between their personal life and studies (Aronso 1998). They tend to relax in the beginning of the semester by not attending lectures, writing assignment or tutorial rather they prefer attending to social activities like parties, night clubs, birthday celebration, football matches, games and watching movies among others and they prefer to be serious in their studies when the semester is coming to an end (preparation for the

examination). However, some students think of their relationships with their course lectures help them to achieve grade result and they tend to be reluctant in studies. (DiLalla 2004), student with this attitude or mentality feel the disappointment of academic performance and suffer from uncertainty, bad grade as well as possess great challenge to their school achievement.

Another factor observed that also affect students' performance in history of Benin is improper orientation and guidance for the students particularly the newly admitted students. Guidance is one of the factor through which a student can improve his/her study habits and directly proportional to academic achievement. However the organization of orientation and guidance for student in school is a basic element in ensuring good discipline and better academic performance . The orientation program is aim enlighten student about the school; the rule, the structure, dress code, study habit, grade point average (GPA), cumulative grade point average (CGPA) and so on but at time the exercise lack some input that help it to be effective and delivered successfully in which it hinders with some challenges such as shortage of time, lack of enough venue to accommodate the student comfortable, miscommunication gap among others and poor communication skill which influence students performance in school (El-Shaawi 2006). Because of poor knowledge of History among the history student hinder them to understand the concepts, the terminologies and they find it difficulty in understand what the question demands during examination, test or assignment (Radhika 2018).

These challenge affect student significantly in their studies direct or indirectly for instance, student suffer from courses selection (elective) during registration due to their unawareness, and some student fail because of there way of responding to the question giving to them in examination, test or assignment. Thus, the saying; "understanding the question, give you half chance of answering the question' these are mistakes student frequently make thereby

affecting their performance in school some of which expected to be address during orientation. It is very important to address these challenges or factors which are obviously associated with the students achievement in schools as well as to help educational institution in achieving their objectives by producing competence students who can be self-sufficient and responsible citizen in societies. This study suggests that, to improve students performance and achievement in school, the school management should improve their performance in different areas especially in the process of admission into the school; they should ensure that the applicant have the requirement and competence enough to get the admission, this will help in the disqualifying incompetence and indiscipline applicant who cannot meet the standard of the school. Proper orientation and counselling should be conducted in schools to helps student to face the life challenges and become responsible and committed to their studies. The departmental orientation should also encouraged and in case of high number of the student, the exercise should broke into groups so as to achieve efficient delivery.

An investigation into the factors affecting students' performance in History in higher institution cannot be overstated. By embracing a comprehensive approach concerning student performance or achievement can only be proved effective when they are accountable in their performance in terms of what they can do in various courses. It is vital to address student's challenges in schools and elevate their performance in order to achieve the educational goals that is, to bring about improvement in all aspect of people, communities as well as the nation. Hence, the issue of improving student's achievement in school remain serious concern for government, communities, institution and individuals that need more academic research in order to move our Institution forwards.

## **Statement of the problem**

Arising from the foregoing, which is An investigation into the factors affecting students' performance in History in the higher institution; Despite it's significant, student performance in history has been consistently poor, with alarming rate of disengagement, low enrollment, and inadequate academic preparedness. This phenomenon is multifaceted, stemming from interconnected factors that warrant comprehensive investigation. Researcher have revealed that there are lack of instructional materials in the teaching of History as compared to the Sciences. They ascertained that materials use for teaching Social studies/History were not enough. From there research it was revealed that the History syllabus and Textbook were the only materials used in the teaching of History; although it was not effectively utilized at the implementation stage.

Performance in the higher institution which everyone expects to be of higher quality because of the role the sector plays to provide service to the country, on the other hand those who fail to performance better cannot contribute well to the human resources because they don't have skill needed. Despite of it importance, this has not been implemented effectively thus, many higher institution still lacks improved performance. In order to improve the general academic performance of student regardless of their cultural background, there a need for a study to examine the possible factors affecting students' performance and proffer the best possible solution to solve the issues.

This study aims to critically examine the phenomenon, in order to isolate key factors which may contribute to a better result in handling the factors affecting students' performance in History in the higher institution. What are the possible solution to these factors ? These factors that affect

students' performance are the lecturer characteristics, study environment, and student personal problems of which can be improved to enhance the performance of the student.

### **Research Question**

For the purpose of achieving the set down objectives of this study, some relevant question were raised. They include:

1. What is the level of students' performance in History in the university of Benin?
2. What are the most prevalent factors responsible for student performance in History in the university of Benin?
3. What innovative approaches can be used to teach History in the university of Benin?
4. Analyze the relationship between the lecturers and student in History in the university of Benin?

### **Purpose of the study**

The study sought to assess the factors affecting student performance in History in the Higher Institution.

Specifically, the study sought to:

1. To thoroughly measure and assess the level of student performance in History in the university.
2. To identify the most prevalent factors responsible for student performance in History in the university of Benin.
3. To explain the support of innovative approach that can be used to teach History in the university of Benin.
4. To examine the nature and quality of the lecturer and student relationship in the university of Benin.

## **Significance of the Study**

The study intent to investigate the factors that affect students' academic performance as it is a very useful feedback to the curriculum planners to review, for proper planning of the next curriculum and to promptly organize workshop, seminars and conferences for teachers to enhance their skill and knowledge.

Also, this finding of the study will help the Head of Department of History or the general Art on the need to see the factors that affect the student and how to put in place indication for the purpose of managing and helping the student to improve and enhance themselves on their study.

Finally, the study is also important for educational stakeholders including; Researcher, politicians, teacher/lecturer, and educational administrators in strengthening educational theories behind the learning of History courses

## **Scope and Delimitation of the Study**

The scope of this study delves into investigating the factors affecting students' performance in History in higher institution, which is conducted in the University of Benin, Edo state, Nigeria. The research aims to contributes to the improvement of History Education, enhancing student performance and the outcomes.

## **Definition of Terms**

The following terms were defined as used in the study

Higher Institutions : Is an education beyond the secondary level

History : Simply refers to the study of relevant past event

Investigation : Simply refers to the systematic and thorough examination search for the truth.

Performance : The execution of an accomplishment

Student : Is a learner and a person who attend a school

Students' academic performance : The outcomes of the teaching and learning process in terms of knowledge and skill in students acquires from school as measured by test score, and assignment completion.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the review of related literature was discussed under the following sub-heading;

- Conceptual Review
- Level of Students Performance in History
- Prevalent Factors Responsible for Students' Performance in History
- Innovative Approach that are used to Teach History in the Higher Institution
- Relationship Between the Lectures and Students' Performance In History
- Summary Review of related literature

#### **Conceptual Review**

A review of prior, relevant literature is an essential feature of any academic project, an effective review creates a firm foundation for advancing knowledge. It facilitates theory development, closes areas where a Plethora of rese arch exists, and uncovers areas where research is needed (webner Watson, 2002).

In this era of globalization and technology revolution, education is considered as a first step of every human activity. Education plays a vital role in the development of human capital and it link with an individual's well-being and opportunities for better living (Battle and lewis 2002). Education ensures the acquisition of knowledge and skills that enable individual to increase their productivity and improve their quality of life. This increase in productivity also leads to wards new source of earning which enhances economic growth of a country (Saxton, 2002). Obviously, educated individuals can control the environment and make community better in all walks of life and develop them economically as well. Nonetheless, only those highly educated individuals that really learn, can do it.

Based on many literature surveys, these factors range from environmental, social, and psychological which have a strong influence on students' academic performance. Other factors such as the role of course experience, effort, motives, and learning strategies have also contributed to student academic performance (Diseth et'al 2010). Studies have identified causal factors responsible for weak performance at many institutions throughout the world (Diseth et' al 2010; Wintre et' al, 2011; Azhar et' al, 2014; Fernex et' al, 2015; Sael et' al, 2017). In addition, most of these studies focus on three elements: personal, teacher, and institutional factors on students' performance. It has also been indicated that the student's performance in academics is affected by economic factors which may likely influence student grades (Sunshine, et' al., 2015). Students' learning and gain can also be affected by many multiple factors and their educational success which heavily depends on societal economic position. Also, it is observed that parent's income or social status have a definite effect on the academic performance and examination grades. Status positively or negatively (Vermunt, 2005; Azhar et' al, 2014).

### **Level of Students Performance in History**

The evolution of history education in Nigeria is a reflection of the nation's socio-political dynamics and colonial legacy. Historically, the teaching of history in Nigeria can be traced back to the pre-colonial era, where oral traditions served as a primary means of conveying historical narratives. However, the introduction of formal education by British colonial authorities fundamentally transformed the landscape of history education. The colonial curriculum was predominantly Eurocentric, often neglecting indigenous histories and perspectives, which created a disconnect between the education system and the rich cultural heritage of Nigeria (Akintoye 2016). Following Nigeria's independence in 1960, there was a significant push towards the inclusion of local history in the educational curriculum. This period

marked a gradual recognition of the importance of indigenous knowledge and historical narratives in fostering national identity. Nonetheless, the political instability that characterized Nigeria in subsequent decades had a detrimental impact on the educational sector. History education, among other subjects, suffered from inadequate resources, insufficiently trained teachers, and a lack of coherent policy frameworks (Obi 2018). In recent years, there has been a resurgence of interest in history education, driven by a collective desire to address the historical neglect of indigenous narratives and to promote a broader understanding of Nigeria's diverse cultures and histories. Educational reforms initiated by the Nigerian government have sought to revitalize the history curriculum, encouraging the integration of local histories and methodologies that engage students more effectively. This is why Udom (2021) argue that a well-structured history education can cultivate critical thinking skills and foster a sense of national pride among students. Despite these advancements, challenges remain. The lingering effects of past educational policies, coupled with contemporary issues such as political instability and socio-economic disparities, continue to hinder the full realization of history education's potential (Ojo 2020). It is imperative that stakeholders in Nigeria's educational sector prioritize the development of a holistic curriculum that celebrates both the nation's historical accomplishments and its complexities.

Current State of Student Performance, recent studies indicate a mixed level of performance among history students in Nigerian higher institutions. A study conducted by Iyiola (2019) revealed that many students struggle with both theoretical and practical aspects of history, leading to poor academic outcomes. Factors contributing to this situation include inadequate resource provision, a lack of qualified instructors, and an outdated curriculum. According to

Olarinjoye (2018), the curriculum often fails to align with contemporary global historical discourses, depriving students of the opportunity to engage with relevant historical scholarship.

Furthermore, a 2020 report from the National Universities Commission (NUC) highlighted that the assessment methods employed in evaluating history students tend to prioritize rote memorization over critical analysis and interpretative skills. This approach has resulted in students exhibiting a superficial understanding of historical events and their significance. The NUC suggested that a reform in assessment methods, including the incorporation of project-based evaluations and collaborative research, could enhance student performance in history disciplines.

**Socio-Economic and Cultural Influences,** the socio-economic background of students significantly affects their performance in history courses. Research by Adediran and Oba (2021) shows that students from disadvantaged backgrounds face numerous challenges, including limited access to educational resources, poor internet connectivity, and lack of conducive learning environments. Consequently, these factors hinder their academic performance.

Moreover, cultural attitudes towards education also play a pivotal role in shaping student engagement with history. In many Nigerian communities, there exists a perception that courses in the humanities, including history, are less valuable compared to professional courses in medicine or engineering. This societal devaluation can lead to decreased motivation among students pursuing history, further exacerbating performance issues (Nwankwo & Chinedu, 2022).

**The Role of Teaching Methodologies,** teaching methodologies adopted within higher institutions are critical in determining the level of student engagement with history. A study by Alabi (2021) indicated that many lecturers still employ traditional lecture-based methods, which limit interactive learning experiences. The lack of innovative pedagogical approaches, such as critical

inquiry, problem-based learning, and digital multimedia integration, restricts students' ability to connect historical knowledge with contemporary issues.

While some institutions have begun embracing more dynamic teaching strategies, the implementation remains inconsistent. Institutions that have adopted these progressive methodologies report higher levels of student engagement and improved academic performance. For instance, Olaniyan (2019) found that students exposed to an interactive curriculum that includes debates, simulations, and experiential learning activities demonstrated greater analytical abilities and enthusiasm towards the subject matter.

Implications for National Development, the level of student performance in history not only affects individual academic trajectories but also has broader implications for national development. A populace well-versed in history is crucial for fostering informed citizenship, critical thinking, and civic responsibility. As Nigeria navigates complex socio-political challenges, a deep understanding of historical contexts is essential for promoting unity and cohesion within a diverse society.

Conversely, poor performance in history can lead to a generation unaware of the country's historical struggles and triumphs, potentially resulting in repeated mistakes and a lack of appreciation for democratic values. Consequently, it becomes imperative for policymakers and educational stakeholders to prioritize the improvement of history education in Nigerian higher institutions, ensuring that the curriculum and teaching practices equip students with the necessary skills to navigate the present and shape the future.

### **Prevalent Factors Responsible for students' Performance in History**

The student, who is one of the basic elements of the education system, has from past to present been regarded as the future of society, and in this sense, has been included in a continuous development process. Nations follow the global development process and attempt to foster knowledge, skills, behaviour competence and ideas in line with this development. For this purpose, education systems aim for students to integrate with the world and speak the same language, attain success, acquire a profession, contribute to the nation, gain the habit of lifelong learning and most important of all, acquire 21st century skills. For countries to be able to realize these aims, it is expected that the factors of the family, the school's physical conditions, the school administration, the school environment and the teacher, which are among the characteristics of efficient schools (Sisman Turan, 2005), will be continually updated and Changed. As well as the realization of these changes, it is essential that academic achievement, which is one of the basic aims of education institutions, should be enabled. It is a fact that the student's academic achievement, which is one of the most basic and indispensable aims of education institutions, is also an expectation of society.

Therefore, when education systems are setting their goals and objectives, they take academic achievement into consideration alongside a number of competences. Achievement is progress made towards attaining one's goals (Wolman, 1973). In other words, achievement can be expressed as progress made towards attaining the goals determined by individuals or institutions. In terms of the student, achievement means reaching the objectives framed in the curriculum (Kazazoglu, 2013).

In education institutions, however, the aim of this achievement is to improve and advance academically- Academic achievement is the knowledge, skills, success and development instilled in students by the teacher in schools (Carter Good, 1973). Academic

achievement involves the student's changes in behaviour in all curriculum domains other than behaviours in the psychomotor and affective domains (Ahmann & Clock, 1975). In order to enable academic achievement it is expected that students will successfully carry out the tasks given to them, display a perfectionist approach, show resistance in the face of obstacles and develop strategies for overcoming difficulties that they face (cox, 1990). Among the important factors affecting students' academic achievement are the economic conditions they find themselves in, their habits for studying and for doing homework, their time management skills, their health conditions and their relationships within the family (Munoz & Portez, 2001). When the studies in the literature are examined, it can be said that academic achievement is among the indispensable goals of the education system and that the attainment of these goals plays an important role in the development of society and the increase of levels of welfare.

The family, which is the main building block for the existence of society and for maintaining that existence, is equally important for the education system- An individual receives his/her first education in the family. Therefore, the family is the first teacher of the individual (Celik, 2003). The education level that the family possesses can have an impact on the student's way of thinking, viewpoint, belief in democracy and academic achievement. The family fosters responsibility, social roles, decision making and use of creativity behaviours in the individual (Dil Bulantekin, 2011). Family participate in children's activities carried out at home, and more productive and better-quality family communication contribute towards shaping the child's future (Suh-R uu Reynolds, 2005). The attitude of the family towards school plays an important role in the maturation of the students' emotions and behaviours, and the recognition, orientation and skills development of the student (Argon Kiyicir 2012). The family's behaviour, attitude and approach towards the child are factors that affect the development of the child's

personality (Kaya, Bozaslan & Genc, 2012). When parental attitudes towards the individual are examined, it is seen that these attitudes are listed as authoritarian, apathetic/indifferent, liberal, unbalanced/indecisive, overprotective, perfectionist, tolerant, reassuring and democratic (Yavuzer, 1997).

The most important factor that distinguishes students with low academic achievement and having to repeat the class from other students is little or complete absence of family support and concern (Diaz, 1989). It is to be expected that individuals raised in a family environment in which the family shows concern, approaches problems equably, prepares the study environment, makes plans and believes in success, will be more successful academically (Satin 1996)- Children with an expectation for academic achievement will expect their families to show an interest in the school and themselves and to give them affective support (Aslanargun, Bozkurt Sarioglu 2016)- The family's participation in school and cooperation with teachers contributes to students' social, emotional and behavioural development, their academic competences, and their socialisation (Christenson Sheridan, 2001). When the conducted studies are examined, it is seen that just as it does in all aspects, the family also has an important effect on the child in an academic sense from the early years onwards, and that children of families who are in communication with school, who improve themselves, and who are educated and follow the education system closely, are more successful than children of other families.

Nowadays, school no longer consists merely of classrooms, a teachers' room and an administrative unit. It is inevitable that for education to be provided at a proficient level, the school should have a multifaceted structure. When considered in terms of the student's development and academic achievement, the school can be regarded as being an effective factor in many respects and in this regard, the physical conditions of the school can be thought to

contribute to the student's academic achievement. The school's physical conditions can be listed as the classroom structure and equipment, library, outdoor and indoor sports areas, conference hall, exhibition hall, science laboratories, map room, foreign language classroom, science and technology classroom, and study centre. The school's physical conditions and infrastructure can be listed as the appearance, equipment and safety features of the school building, area surrounding the school sports hall library, attention to hygiene conditions and Cleanliness, staffs attention to their appearance, and school's green areas (Nartgun & 2016).

The school's physical conditions and infrastructure, practicability, favourable hygiene conditions, attractiveness, planning suited to education, and orientation of the student for school are important factors in the student's academic achievement and development (Basar, 1 994). The adequacy of the physical conditions that make up the school, such as the sports hall, information technology facilities, location, library and media facilities, hygiene, and schoolyard are among the factors that play an important role in the student's academic achievement. The design of educational institutions in such a way as to attract children's attention and interest, a building image that stimulates interest and desire in children, and a school environment that evokes the home environment that children are familiar with will enable them to display a positive attitude towards school (Baran, Yilmaz & Yildirim, 2007). It is known that principal among the physical conditions of the school are the student's seating and study areas within the classroom, the equipment and materials used, the course books and the board, and that these have an impact on academic achievement (Glewe, Hanushekr Humpage Ravina, 2011). The ideal physical conditions of the school should be suitable for the continuance of teaching and learning, the students' development levels, transport, the number of students attending the school, and protection from disasters and other hazards (Sikh 2004). Within the school's physical conditions,

the colour of the equipment, number of students heating, lighting, hygiene, appearance and acoustics play an important part in enabling the student's adaptation to the school and classroom (Basat, 2001). It is undeniable that for achieving academic success at school, for generating high-quality outcomes and for the student to be able to spend time in the school environment, the school should possess areas like classrooms, laboratories, a library, sports hall, workshop and lecture theatre that are equipped with education technologies (Sammons et al. 1 998). When the conducted studies are examined, it is seen that adequate physical conditions at the school are an important factor in ensuring the student's adaptation to and acceptance of school and his/her desire to spend time there, and that this situation is reflected in his/her academic achievement.

The school administration, management structure and managers, who have particular importance among the main building blocks of the school, are among the significant factors for enabling academic achievement. School principals who have leadership skills and a broad worldview can enable objectives to be achieved in an academic sense, just as they can in every aspect, at the school where they are managers. School principals who are mentors are people-oriented, are at peace with themselves and other people, are tolerant toward errors, place value on the institution where they work and increase its performance, believe in themselves, are highly confident, successfully direct those around them, are sensitive and respectful towards the needs of staff, are flexible and creative, share their knowledge, have strong communication skills, have a positive attitude towards the institution, have professional experience, respect others' opinions and differences of opinion, and are willing to spend their time and energy on the school (Aydin, 200B; Stueart & Sullivan, 2010).

A strong school leader defines the priority issues in teaching and learning, devotes himself to the school's goals and objectives, creates resources to enable these goals and objectives to be

achieved and uses these resources in line with the aims, creates a positive climate aimed at the expectation of academic achievement and other activities within the school, has strong communication skills, participates in in-service training activities, motivates the staff towards innovation, organizes activities aimed at increasing academic achievement. instill vision in the school, establishes order and discipline in the functioning of the school (Smith & Andrews, 1989). When the executive characteristics of school managers are examined, it is inevitable that in a school where the managers have these characteristics or put them into practice, the students' levels of academic success will also be high- Another factor that has an important effect on the academic success of the school is the school environment. The school environment expresses families socio-economic and socio-cultural values, their perspective on education, and the meaning and importance of the school in terms of society. Furthermore, the environment where the school is

located can be expressed as transport facilities and activities that reinforce or inhibit teaching and learning. Important environmental factors can be listed as adequacy of the infrastructure of the area served, housing and heating, activities for personal development, facilities for social activities, transport and safety, access to healthcare services, and hygiene training (Ozdemir, et al., 2015). A safe and organized environment and school-family cooperation are among effective school characteristics (Lezotte, 1992). Anxiety, achievement motivation, the family's social and economic level, the school and education conditions, environmental factors, and nutrition and health conditions all have an impact on the student's academic achievement (Ozguven, 1999B).

Education is widely recognized as a critical factor influencing an individual's social and economic success, as it provides a pathway to improved opportunities and a better quality of life (OECD, 2020). Academic achievement, measured by factors such as test scores, grade point

averages, and educational attainment, is often considered a crucial indicator of educational success (Sirin, 2005). However, numerous studies have consistently demonstrated that socioeconomic status (SES) plays a significant role in shaping academic achievement outcomes (Reardon, 2011; Sirin 2005).

Socio-economic status refers to the social and economic position of individuals or families within a society, encompassing various dimensions such as income, parental education level, occupation, and access to resources and opportunities (Mistry, Benner, Biesanz Clark, Howes, 2010). SES is a multifaceted construct that reflects both material and social advantages or disadvantages (Duncan & Magnuson, 2012). It is well-established in research that individuals from higher socio-economic backgrounds tend to have better access to educational resources, including quality schools, tutoring, books, and technology, which can contribute to enhanced academic performance (Reardon, 2011; Sirin, 2005; Duncan & Magnuson, 2012).

Research has shown over and over again that there is a strong link between Socio-economic standing and academic success. Several studies (Sirin, 2005; Reardon, 2011; OECD, 2019) have found that students from higher SES backgrounds tend to do better than their friends from lower SES backgrounds in terms of test scores, grades, and education (OECD, 2019). Different countries and educational systems have seen these differences in how well people do in school based on their Socio-economic standing. Different things can cause a person's Socio-economic position to affect how well they do in school. First, families with a higher SES often have more money to spend on their children's education, giving them access to good schools, private tutoring, and activities that help them learn more. (Reardon, 2011; Pong, 2009) These tools can help make learning easier and provide more learning opportunities that help students do well in school. Second, parental schooling, which is a part of SES, has been found to be a strong

predictor of how well children do in school. Parents with more education usually know more about how the school system works and have the skills and information to help their children learn. They are more likely to do educational things at home, help with schoolwork, and encourage a good attitude toward learning. (OECD, 2019; Reardon, 2011).

Also, a student's social and cultural capital can be affected by their Socio-economic level, which can have an effect on how well they do in school- Students from higher SES backgrounds often have access to a wider range of resources, such as educational role models, cultural experiences, and social ties. These things can help students build skills, attitudes, and behaviors that are valued in the education system, which can help them do better in school. (Sirin, 2005). But it's important to keep in mind that the link between Socio-economic standing and academic success is complicated and affected by many things. Even though higher SES is usually linked to better school results, there are exceptions and differences within and between countries.

Study habit and time management are one of the big factor that contribute to the poor academic performance of the student because student no longer find interest in reading anymore but rather spend time on the phone browsing uncontributed factors to their life and this led to poor leadership development in the society.

Some studies have found that some kids from poor backgrounds do very well in school even though they face a lot of social and economic problems. These exceptional cases underscore the importance of exploring additional factors that may mediate or moderate the relationship between SES and academic achievement. (Lee & Burkam, 2002; Stephens et al., 2014). In recent years, researchers and policymakers have focused on addressing the achievement gap resulting from disparities in Socio-economic Status- Efforts have been made to develop interventions and policies to reduce educational inequalities and provide equitable educational opportunities for all

students, regardless of their Socio-economic backgrounds. By understanding the impact of Socio-economic Status on academic achievement and identifying the underlying mechanisms, policymakers and educators can develop targeted strategies to bridge the gap and promote educational equity (OECD, 2018; Reardon, 2013; Sirin, 2005). In conclusion, Socio-economic status has a significant impact on academic achievement. Students from backgrounds higher socio-economic tend to experience better educational outcomes compared to their peers from lower socio-economic backgrounds- The influence Of Socio-economic Status on academic achievement can be attributed to various factors, including access to educational resources, parental education level, and social and cultural capital (Reardon, 2013; Sirin 2005). Recognizing the importance of addressing these disparities, it is essential to develop interventions and policies.

### **Innovation Approach that are used to Teach History in the Higher Institution**

Traditionally, history lesson consisted largely of taking notes and learning dates by heart. Most of the history teachers emphasize the use of lecture methods that may not effectively facilitate learning of history even though sometimes they may be useful, of course the teaching of history is one of the most difficult tasks. The popular process in most schools is to memorize the corresponding names and events. The teaching of history is one of the school is to memorize the prizes in most dates and events after which the knowledge gained may be lost sadly, most teachers of history do not portray the subject as a n exciting and interesting field of learning during lessons periods (National Academy of Science, 2007). Adeyenka (1989) also discovered that most history teachers are tied to using traditional mode of delivery, with little or no innovation. During history lesson, teachers should demonstrate mastery over the content, show enthusiasm relate lessons to students prior knowledge, use multiple instructional methods and

resources, in conveying content, create a supportive assessment techniques. Boudu, (2005). The topic in a lesson determines the method to be adopted by teachers as suggested by Lumpkin and Mutton (2013) that there is no universally accepted stand on how effective teaching should be defined and how it should be measured, possible causative factor for this difficulty is that different subjects are organized differently and also have differing approaches as regards inquiry and analysis. Innovative teaching methods have been described to encourage shared understanding between a teacher and student providing cooperative solution of educational tasks, arouse cognitive skills as well as acquisition of positive communicative skills among students (Suslov, Salimgareev, and Khammatov, 2017). Also according to Fru, (2015) innovative teaching methods make students understand other people culture other than just idolizing the culture of the dominant group in a country.

Therefore some of the teaching methods considered by this study as innovative are discussed as follows:

Field trip: Field trip or excursion method is used in teaching history and facilitates fast and lasting learning. According to Fadeiye (2004) 'the learners (students) could be led to an excursion by a teacher places of historical significance"- Such as educational visits to Museums, zoological gardens, water springs, rocks, industries, dams, and other important historical places help to stimulate the interest of the learners in history. The methods of history involve the search for new sources, the critical re-examination of old ones, the assembly and testing of evidences, the inquiry into new methods of social investigation. The application of man's relation with a changing society. A good teaching method must be such that the teacher actively engaged the students and such for first hand information's, extensively use relevant instructional materials to achieve the objectives of the lesson. According to Malawi institute of education 'field trip' is

part of ongoing study and teachers should prepare in advance activities for students to do at the outings for the purpose of strengthening what is learnt in the classroom. The differences between the field visit and the educational visit is that in the field visit the teacher has to prepare activities to be done at the field site while in the educational visit the teacher does not play a major role at the visited site.

The lecture method is one of the oldest and most widely used methods of teaching history. Despite its weaknesses the method is still helpful in teaching history. The method implies that the teacher treats a given topic through verbal explanation. The teacher may ask some questions during the course of the lesson and write the summary of the lesson at the end for the students to copy. The major problem of lecture method is that, it renders the students passive as they hardly contribute meaningfully to the lesson or benefit maximally, from it, Fadeyiye (2004). For the teaching to be effective this traditional method should be combined with participatory teaching methods. Where the students will be involved in the lesson. The idea of combining the method with other methods such as "Question and answer", "Discussion method"- According to Marikar and Fernando (2017) is to generate an active learning experience. In the contemporary era PowerPoint presentations are utilized to provide a visual aid to this process. According to the Malawi Institute of education the lecture method is useful in certain situations and highlighted its advantages as follows: 1, it is useful in presenting summaries or overviews to the students 2, it is useful when used together with other participatory techniques. 3, it can be used for teaching groups of any sizes. 4, it help the teacher to cover a lot of content in a short space of time (Malawi Institute of Education 2004).

Discussion method: Discussion method is another method of teaching history which when used appropriately is considered as innovative and facilitate effective learning of the subject. In this

method the teacher introduces the topic to the class and invites the students to participate actively in the discussion. The teacher only coordinate the views of the students in order to arrive make at a point. By involving the students in the lesson they are at the liberty to benefit more from the lesson. Under this method, when the teacher introduces the topic, the students must be ready to accept responsibility for their own study. The student works in groups to achieve the task set by the teachers to share their own historical knowledge with each other and design a means of presenting their results to the class. This requires careful preparation, organization of the room space and constant assistance and supervision. Suslov, Salimgareev and Khammatov (2017) observed problem based, design and game methods, case study as well as discussion as example of innovative teaching methods used in teaching history- Role play.

Role play is another method of teaching history that encourages students participation in teaching and learning process. Small group work, primary sources and role play are mentioned by Maloy and Laroche (2010) as innovative teaching methods used in teaching history. Consequently, such innovative teaching methods have been found to attract attention, Offer vivid understanding of what happened and excitement to students. The role play method can be used to stimulate a real life situation pertaining to the subject or topic being taught. The use of the role play method can give the students an opportunity to use their creativity in the process of learning. The role play method can be employed using groups of students. Each group of students can act out a real life situation pertaining to the subject or topic being taught with other students and teacher watching. The students can comment on each other's role play. Marikar & Fernando, (2017). It will be very important and encouraging if history teacher will consider factors that will ensure successful learning activity. On this therefore teachers are encouraged to organize activities that would facilitate easy learning other than delivering lectures all the time which

makes the students very passive. Erturk (2015), therefore suggested that role play as an active teaching strategy can incorporate these two positive elements of enjoying learning and digesting knowledge, when designed accordingly and implemented successfully. For a successful implementation of role play teaching, certain criteria must be considered which include: the teacher should clearly describe the actions to be played as well as the nature of their action. The teacher should also give time for the student actors to prepare for the role play. He/she also should guide the students and encourage them to be creative in acting out the roles. At the end of the role play the teacher should must discuss the play as performed by the students and also ensure that the students see the role play as more action or stage performance for the sake of learning.

Student's participation in the teaching and learning process is very helpful in facilitating effective learning of history- Most of the review of related literature indicates that teacher centered approaches make students very passive in the classroom interaction. It is up for the teacher if he/she realizes that one particular method is not helping the students to learn, he/she should switch to other methods that will make students participate in the lesson. As a teacher it is very important to note that your students have different ways of learning or cognitive processes. So effective teaching of history involves the use of learner-centered approach or method of teaching in order to identify with past events and motivate them to make personal judgments based on evidences. The teacher in the instructional activities should only serve as a guide to students to assist them explore and share the past in a manner that appeals to the emotions and intellectual faculties of the learner. History teachers are encouraged to use multiple methods as these help teachers to meet student's individual needs and cater for their differences. During the learning

design process and in preparation for the lesson, it is important for teachers to consider the numerous factors on which successful student learning depends.

We have multimedia and technology digital tools that add to the innovative approaches to the use of teaching of history through the use of documentaries, podcasts, virtual reality (VR), and interactive timelines brings historical events and help students visualize historical contexts in a dynamic way using digital platforms, apps, gamification methods to recreate historical event to stimulate decision making scenarios can engage students in active, hand-on learning.

Integrating history with other disciplines, such as sociology, literature and politics, provides a well-rounded understanding of historical event and their broader significance.

### **Relationship between the lectures and students' performance**

Another factor that can have a significant effect on the student's academic achievement and is located at the center of the education system is the teacher. The teacher can be described as a building block that contributes to the student's cognitive, affective and behavioural development, provides careers, raises compatible individuals for society, fosters thinking styles, perspective life and a broad worldview, and shapes the society of the future. The teacher's sympathetic approach, warm-hearted behaviours, and tolerance towards errors made have a positive effect on relations between teacher and student (Sadik, 2002)- In the development of students' academic achievements, teachers display behaviours aimed at enabling students to grasp the subject of the lesson and reinforcing it with exercises, applying the correct assessment methods, using time efficiently, keeping students active in class, and enabling them to generate ideas (Can, 2004). In efficient schools, teachers behave in a planned and disciplined way, target the academic success of the school and students, have sufficient knowledge in their field, consolidate students' positive behaviours, move on to the next stage for education to be provided

in full, work in co-operation with students, and provide students with suitable feedback (Smith, 1994). Efficient teachers' preparation of the classroom for teaching, and setting and imposing the class rules together with the students, enables retention of learning and allows students to display learning behaviours (Agaoglu, 2002). An effective teacher trusts students and accepts them as they are, gives priority to students' achievements, appreciates them, stimulates interest towards the lesson in students, rewards them, prepares the classroom for education, is tolerant and flexible, makes the right decisions, and accepts and respects individual differences (Dilekmanr 2008)- Teachers who are successful in their profession are patient and controlled, respect differences, are open to development and criticism, stimulate students, display role model behaviour establish discipline in class, have leadership characteristics, encourage and support students, are affectionate, witty and sincere, find solutions to problems, monitor homework and facilitate learning (Celikten, Sana' Yeni, 2005). When the characteristics of an effective teacher are examined, it is seen that when a teacher has these qualities, academic success can be enabled in the student. Education systems are in constant change and development around the world. Countries following this change and development achieve success in education as well as in many other fields. Until the last century, the industrial society was dependent on steam machines and was not in search of information, but when the changes and developments with the 21st century are examined, it is seen that the societies that have made the transition to the information society have achieved development in science and technique, reached and used information (Sonmez, 2008). In parallel with the changes and developments experienced in education, considering the educational programs of successful countries.

### **Summary Reviewed Literature**

This chapter has comprehensively reviewed studies on factors affecting student performance in History in the Higher Institution. It highlighted the prevalent factors responsible for students' performance in history such as positive effect of the curriculum and how it affects student performances in History, it also highlighted that there is a strong link between Socio-economic standing and academic success of student. This chapter has underscored the complexity institutional factors as it affects student performance in history. It also critically examined the family, the school's physical condition and the school environment as it affects students' academic performance. Student performance in history is shaped by various factors including study habit, teaching methods, access to resources. Some student excel in history courses due to strong analytical skills. Generally, history students perform better when they are actively engaged with the material and have access to adequate learning resources, including primary sources and faculty support. In essence, student performance in history is not merely reflection of individual capabilities but also of the collaborative effort between student and lecturers.

Therefore university must continue to adapt and implement innovative teaching methods, foster positive learning with the advancement of modern technology, interdisciplinary approaches, active learning which promote lecturer-student relationships and provide student with the resources and guidance they need to succeed with the encouragement of critical thinking, open decision, effective communication with lecturer, and mutual respect between lecturer and student. By doing so, they can ensure that students not only perform well in their history courses but also gain a deeper, more meaningful understanding of the past, equipping them with critical skills for their future academic and professional endeavors. Finally, it also highlighted the innovative method of teaching history in schools.

**CHAPTER THREE**  
**METHODOLOGY**

This chapter is an outlined explanation on information about the research methodology and strategy adopted for this study. In this vein, this chapter will be discussed under the following sub-headings:

- Research Design
- Population of the Study.
- Sample and Sampling Techniques.
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument.
- Method of Data Collection
- Method of Data Analysis

### **Research Design**

The chosen methodology for this research is a descriptive survey design. This approach entails observing and gathering data on a specific subject without manipulating variables. This type of research design affords the researcher the opportunity or get the general assessment of opinions, attitudes or feelings of people about the problem under study.

### **Population of the Study**

The study population comprises students of the faculty of Education in the university of Benin, the Department of Foundation Education which amounts to one thousand, one hundred and eighty two (1,182)

Table 3.1: Population of the study

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| <b>S/N</b> | <b>Level of Student</b> | <b>Number of Student</b> |
|------------|-------------------------|--------------------------|
|------------|-------------------------|--------------------------|

|              |           |              |
|--------------|-----------|--------------|
| 1.           | 100 level | 356          |
| 2.           | 200 level | 261          |
| 3.           | 300 level | 185          |
| 4.           | 400 level | 380          |
| <b>Total</b> |           | <b>1,182</b> |

*Source: Dean's Office, Faculty of Education 2024*

### **Sample and Sampling Technique**

The simple random sampling technique was then used select 100 students of the Department of Educational Foundations, from history course area to achieve a representative sample. 25 student were picked from each levels.

### **Research Instrument**

The research instrument used in the study was a Questionnaire titled “An Investigation into the Factors Affecting Students’ Performance in History” (AIFASPH). It was designed by the researcher to elicit information from the student. The questionnaire consisted of two section; Section “A” and section “B”. Section “A” which is also known as demographic characteristic of the respondents or bio-data was designed to collect personal information about the respondent such as Gender and class taught while section “B” consisted of 25 questions item rated on the scale of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). The questions were geared towards answering the research questions and assumptions postulated earlier in the study. The instrument was self-designed by the researcher after a careful and extensive review of relevant literature on the research topic and consultation with colleagues. The instrument was thereafter presented to the researcher’s supervisor for scrutiny after which suggested correction were effected.

### **Validity of the instrument**

In order to ensure that the instrument is valid, the drafted questionnaire was given to my project supervisor who is a lecturer in the Faculty of Education, University of Benin, who is experienced in the construction of the instrument. The comment and suggestions help to improve the face and content validity of the instrument.

### **Reliability of the Instrument**

To determine the reliability of the instrument, the test re-test reliability was used. This involves administering questionnaire to about 20 respondents. The split-half method was used to estimate the reliability of the test while the reliability of the questionnaire tested using Cronbach's alpha coefficient method. The reliability (r) alpha (a) values all lay between 0.7 and 0.86 which are considered acceptable.

### **Method of Data Collection**

The questionnaires was administered to the respondents by the researcher. Attempt will also be made to explain the questions to the respondents in such a way that enables them respond to each question as objective as possible. The questionnaires will be duly collected and collated and was used for data analysis.

### **Method of Data Analysis**

The collected data will be analysed using the descriptive statistics. This would involve using the frequency count, percentage and mean score analysis. A criterion mean of 2.50 will be set for accurate decision making.

## CHAPTER FOUR

### PRESENTATION OF RESULTS, INTERPRETATION AND DISCUSSION OF FINDINGS

Table1: Sex of Respondents

| Sex    | Frequency | Percent |
|--------|-----------|---------|
| Male   | 45        | 50.0    |
| Female | 55        | 50.0    |
| Total  | 100       | 100.0   |

Table 1 Showed the sex of the respondents. Out of the 100 students used for this study, 45 (45%) of them were males, and 55 (55%) of them were females.

Table 2: Respondents' Class

| Sex       | Frequency | Percent |
|-----------|-----------|---------|
| 100 level | 25        | 25.0    |
| 200 level | 25        | 25.0    |
| 300 level | 25        | 25.0    |
| 400 level | 25        | 25.0    |
| Total     | 100       | 100.0   |

Table 2 Showed the respondents class Out of the 100 students used for this study, 25(25%) of them were in 100 level, 27 (27%) of them in 200 level, 35 (35%) of them in 300 level, while 13(13%) of them were in 400 level.

**Table 3: level of students' performance in History in the university of Benin**

| S/N | Items  | Mean<br>Score | Criterion<br>Mean | Remark   |
|-----|--|---------------|-------------------|----------|
| 1.  | Student performance in history in higher institutions varies widely, with some excelling due to strong analytical and research skills, while others struggle with critical thinking and source evaluation. | 3.22          | 2.50              | Accepted |
| 2.  | Many students perform moderately in history, as they often rely on rote memorization rather than deep engagement with historical contexts and interpretations.   | 3.33          |                   | Accepted |
| 3.  | The level of performance in history is influenced by teaching methods,   | 3.76          |                   | Accepted |
| 4.  | While some students achieve high grades in history through effective study strategies and writing skills, others find it challenging due to the complexity of historical analysis.                         | 3.27          |                   | Accepted |
| 5.  | . The level of performance in history is influenced by ease of access to educational resources   | 2.76          |                   | Accepted |

***Source: Fieldwork (2024)***

Table 3 display the mean responses on level of students' performance in History in the university of Benin. This conclusion is drawn from them meeting the mean score criterion of 2.50. From the table above, it can be inferred that the students level of performance varies as a result of factors like strong analytical skills, teaching methods, complexity of historical analysis and ease of access to educational resources

**Table 4 prevalent factors responsible for student performance in History in the university of Benin**

| S/N | Items  | Mean Score | Criterion Mean | Remark   |
|-----|--|------------|----------------|----------|
| 6.  | The family possesses can have an impact on the students' way of thinking, viewpoint, belief in democracy and academic achievement. | 3.13       | 2.50           | Accepted |
| 7.  | Time management skills influence student success in history courses.   | 3.66       |                | Accepted |
| 8.  | Students' prior knowledge of history plays a significant role in their academic success in university history courses.             | 3.09       |                | Accepted |
| 9.  | The quality of teaching and instructors affects student performance history courses.   | 3.51       |                | Accepted |
| 10. | Personal motivation and interest in history directly impact academic performance.  | 3.38       |                | Accepted |

***Source: Fieldwork (2024)***

Table 4 display the mean responses on the prevalent factors responsible for student performance in History in the university of Benin. This conclusion is drawn from them meeting the mean score criterion of 2.50. From the table above, it can be inferred family, time management skills, student's prior knowledge of history, quality of teaching, and personal motivation/interest in history are the factors responsible for the student performance in History in the university of Benin

**Table 5: innovative approaches that can be used to teach History in the university of Benin**

| S/N | Items  | Mean Score | Criterion Mean | Remark   |
|-----|--|------------|----------------|----------|
| 1.  | Lecturers in history courses foster an open and supportive learning environment.   | 3.22       | 2.50           | Accepted |
| 2.  | The relationship between lecturers and students in history courses is characterized by a shared commitment to academic excellence. | 3.03       |                | Accepted |
| 3.  | Lecturers make it easy for student to approach them for academic or personal advice.   | 3.38       |                | Accepted |
| 4.  | There is a mutual respect between lecturers and student in history courses.  | 3.22       |                | Accepted |
| 5.  | Student feel comfortable seeking help from their lecturers when they have difficulties with course material.                       | 3.03       |                | Accepted |

***Source: Fieldwork (2024)***

Table 5 display the mean responses on the innovative approaches that can be used to teach History in the university of Benin. This conclusion is drawn from them meeting the mean score criterion of 2.50. From the table above, it can be inferred that the students' field trips, level of participation, use of modern technology, incorporation of global perspectives to history courses and the use of multimedia resources are innovative approaches that can be used to teach History in the university of Benin

**Table 6: Analysis of the relationship between the lecturers and student in History in the university of Benin**

| S/N | Items  | Mean Score | Criterion Mean | Remark   |
|-----|--|------------|----------------|----------|
| 1.  | Lecturers in history courses foster an open and supportive learning environment.   | 3.22       | 2.50           | Accepted |
| 2.  | The relationship between lecturers and students in history courses is characterized by a shared commitment to academic excellence. | 3.03       |                | Accepted |
| 3.  | Lecturers make it easy for student to approach them for academic or personal advice.   | 3.38       |                | Accepted |
| 4.  | There is a mutual respect between lecturers and student in history courses.  | 3.22       |                | Accepted |
| 5.  | Student feel comfortable seeking help from their lecturers when they have difficulties with course material.                       | 3.03       |                | Accepted |

Table 6 display the mean responses on analysis of the relationship between the lecturers and student in History in the university of Benin This conclusion is drawn from them meeting the mean score criterion of 2.50. From the table above, it can be inferred that the student have access to the lecturers for academic and personal advice which fosters an open and supportive learning environment.

### **Discussion of Findings**

Firstly, students level of performance varies as a result of factors like strong analytical skills, teaching methods, complexity of historical analysis and ease of access to educational resources. The academic performance of students is subject to a myriad of influences that contribute to varying levels of achievement. Among these factors, strong analytical skills, teaching methodologies, the complexity of historical analysis, and the accessibility of

educational resources play pivotal roles in determining student outcomes. Understanding these elements is essential for educators, policymakers, and stakeholders in the educational landscape. Ease of access to educational resources has a profound impact on student learning. The proliferation of digital content and educational technologies has transformed the landscape of education, enabling students to access a wealth of information at their fingertips. According to the Pew Research Center (2019), increased access to online resources correlates with improved academic performance, as students can engage with a variety of perspectives and enhance their learning experiences outside the traditional classroom setting.

Secondly, family, time management skills, student's prior knowledge of history, quality of teaching, and personal motivation/interest in history are the factors responsible for the student performance in History in the university of Benin. The performance of students in History at the University of Benin is influenced by a multitude of factors, including family background, time management skills, prior knowledge of the subject, quality of teaching, and personal motivation. The quality of teaching is paramount in influencing student performance. Effective educators employ diverse pedagogical strategies that cater to different learning styles, thereby enhancing student engagement and comprehension (Omoriegbe & Ogbemor, 2021). Furthermore, the provision of constructive feedback and a supportive learning environment fosters academic growth, enabling students to thrive in their studies.

Furthermore, students' field trips, level of participation, use of modern technology, incorporation of global perspectives to history courses and the use of multimedia resources are innovative approaches that can be used to teach History in the university of Benin. The pedagogical landscape of higher education is continually evolving, necessitating the adoption of innovative approaches to enhance student engagement and learning outcomes. At the University

of Benin, the integration of students' field trips, heightened levels of participation, modern technology, global perspectives, and multimedia resources represents a comprehensive strategy to enrich the study of history. These methodologies not only foster a deeper understanding of historical contexts but also cultivate critical thinking and analytical skills among students.

Lastly, the student have access to the lecturers for academic and personal advice which fosters an open and supportive learning environment. The accessibility of lecturers is a critical component in fostering an open and supportive learning environment for students. When educators are approachable for both academic and personal advice, they not only enhance the educational experience but also contribute to the holistic development of students. The significance of such access cannot be overstated, as it cultivates a sense of trust and community within the academic setting, thereby encouraging student engagement and well-being. Research has demonstrated that students who have regular interactions with their lecturers tend to perform better academically. According to McGowan and Potter (2015), these interactions create a feedback loop that enhances student learning outcomes and satisfaction. The opportunity for students to seek clarification on course material or to discuss personal challenges allows for a more tailored educational experience. Moreover, when lecturers exhibit approachability, it helps to dismantle barriers that may hinder student participation and initiative in academic settings (Simpson, 2016).

## CHAPTER FIVE

### SUMMARY CONCLUSION AND RECOMMENDATIONS

#### Summary

The study is An Investigation into the Factors Affecting Students' Performance in History Education at the University of Benin. Therefore, in order to achieve the objectives of the study, four research question were raised. In investigating this study, the descriptive survey design was adopted. A sample size of 100 respondents and a simple random sampling technique was used. A structured questionnaire designed with modified Likert Scale method made up of a-four-point rating scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) was the instrument used for the study. The data collected were analyzed using descriptive statistics. The descriptive statistics involved criterion mean of 2.50.

#### Findings

Findings from the study revealed that:

- Students level of performance varies as a result of factors like strong analytical skills, teaching methods, complexity of historical analysis and ease of access to educational resources.
- Family, time management skills, student's prior knowledge of history, quality of teaching, and personal motivation/interest in history are the factors responsible for the student performance in History in the university of Benin
- Students' field trips, level of participation, use of modern technology, incorporation of global perspectives to history courses and the use of multimedia resources are innovative approaches that can be used to teach History in the university of Benin

- The student have access to the lecturers for academic and personal advice which fosters an open and supportive learning environment

### **Conclusion**

Students' performance in History at the University of Benin is influenced by various factors, including analytical skills, teaching methods, access to resources, and prior knowledge. Family background, time management, and personal motivation also play crucial roles. Innovative teaching methods such as field trips, modern technology, and multimedia resources enhance learning, while an open and supportive academic environment fosters better student engagement.

### **Recommendations**

- Interactive teaching methods should be incorporated to enhance student engagement through debates, case studies, and digital tools.
- Access to learning resources should be improved by providing adequate books, journals, and online materials for deeper historical analysis.
- Field trips and practical learning should be encouraged by organizing visits to historical sites and museums to offer real-world context.
- Student support systems should be strengthened through expanded mentorship programs and academic counseling to help manage academic challenges.
- Interest in history should be promoted by introducing history clubs, guest lectures, and discussions on contemporary historical issues.

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**APPENDIX**  
**DEPARTMENT OF EDUCATIONAL FOUNDATION**  
**FACULTY OF EDUCATION**  
**UNIVERSITY OF BENIN**

Dear Respondent,

I am a final year student of the above-name department/institution. I am conducting a research on, **“AN INVESTIGATION INTO THE FACTORS AFFECTING STUDENTS’ PERFORMANCE IN HISTORY IN HIGHER INSTITUTION: A CASE STUDY OF THE UNIVERSITY OF BENIN”**. This research is in partial fulfillment of the requirement for the award of a Bachelor of Science in Education. I will be very grateful, if you assist me with useful answers by completing the questionnaire below. I assure you that your responses will be treated with confidentiality and the information given will be used strictly for the purpose of this academic work.

Thank you for your understanding and cooperation.

Yours faithfully,

Ohiagbonmwun Faith .O

Researcher.

## QUESTIONNAIRE

### SECTION B: Psychographics

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

| <b>RQ 1</b> | <b>What is the level of students' performance in History in the university of Benin?</b>   | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
|-------------|--|-----------|----------|----------|-----------|
| 1           | Student performance in history in higher institutions varies widely, with some excelling due to strong analytical and research skills, while others struggle with critical thinking and source evaluation. |           |          |          |           |
| 2           | Many student perform moderately in history, as they often rely on rete memorization rather than deep engagement with historical contexts and interpretation.   |           |          |          |           |
| 3           | The level of performance in history is influence by teaching method.   |           |          |          |           |
| 4           | While some student achieve high grades in history through effective study strategies and writing skills, others find it challenging due to the complexity of historical analysis.                          |           |          |          |           |
| 5           | The level of student performance in history is influenced by ease of access to educational resources.  |           |          |          |           |
| <b>RQ 2</b> | <b>What are the most prevalent factors responsible for student performance in History in the university of Benin?</b>  | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 6           | The family possesses can have an impact on the students' way of thinking, viewpoint, belief in democracy and academic achievement.   |           |          |          |           |
| 7           | Time management skills influence student success in history courses.   |           |          |          |           |
| 8           | Students' prior knowledge of history plays a significant role in their academic success in university history courses.   |           |          |          |           |
| 9           | The quality of teaching and instructors affects student performance history courses.   |           |          |          |           |
| 10          | Personal motivation and interest in history directly impact academic performance.  |           |          |          |           |
| <b>RQ 3</b> | <b>What innovative approaches can be used to teach History in the university of Benin?</b>   | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 11          | Field trip or site visit to historical landmarks and museums are valuable for learning history.  |           |          |          |           |

|             |   |           |          |          |           |
|-------------|---|-----------|----------|----------|-----------|
| 12          | Student participate in the teaching and learning process is very helpful in facilitating effective learning of history.                   |           |          |          |           |
| 13          | Using modern technology (e.g online, platforms, interactive apps) for history education improve students' engagement for history courses. |           |          |          |           |
| 14          | Incorporating global perspectives into history courses enhances students' understanding diverse historical narratives.                    |           |          |          |           |
| 15          | Multimedia enhance the learning experience in history courses, through documentaries and podcasts.  |           |          |          |           |
| <b>RQ 4</b> | <b>Analyze the relationship between the lecturers and student in History in the university of Benin?</b>                                  | <b>SA</b> | <b>A</b> | <b>D</b> | <b>SD</b> |
| 16          | Lecturers in history courses foster an open and supportive learning environment.  |           |          |          |           |
| 17          | The relationship between lecturers and students in history courses is characterized by a shared commitment to academic excellence.        |           |          |          |           |
| 18          | Lecturers make it easy for student to approach them for academic or personal advice.  |           |          |          |           |
| 19          | There is a mutual respect between lecturers and student in history courses.   |           |          |          |           |
| 20          | Student feel comfortable seeking help from their lecturers when they have difficulties with course material.                              |           |          |          |           |