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**A COMPARATIVE STUDY OF HISTORY EDUCATION AND HISTORY AND
INTERNATIONAL STUDIES STUDENTS ON LEARNING OUTCOME IN
UNIVERSITY OF ILORIN**

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Abstract

The main purpose of this study was to carry out a comparative analysis of the learning outcome of History Education and History and International Studies Students of University of Ilorin (2017 – 2019). The population of the study comprises of 800 students in both Department of History Education, History and International Studies. Two research questions guided the study. A stratified sampling technique was used to extract the data (results) of 10 students from each level in the Department of Arts Education (History Education). This same process was repeated in the Department of History and International Studies. The total numbers of sample used for the study were eighty (80) which includes 40 from each of the Departments. A researcher designed pro forma was used to elicit information from the respondents. Data obtained from the respondents were subjected to analysis of t-test and Analysis of Variance (ANOVA) at 0.05 level of significance. The results obtained from the data gathered and analyzed in this study indicated that the majority of the History Education students graduated with second-class lower and thus, having average learning outcome. The majority of the History and International Studies students graduated with second-class lower and thus, having average learning outcome. There was no statistically significant difference in the learning outcome of History Education and History and International Studies students of University of Ilorin ($t_{(689)} = 2.66, p > 0.05$). There was no statistically significant difference in the learning outcome of male History Education and History and International Studies students of University of Ilorin ($t_{(410)} = 2.74, p > 0.05$). Based on the findings of this study, the following recommendations were made: students should brace up and take their studies and courses seriously. School authorities should organize and integrate academic seminars, workshops, and conferences etc. as part of the compulsory courses for the students.

Introduction

Education is a valuable resource for every nation. Education as described by Oyekan (2010) is a process of refining and preserving the collective values embedded in the culture of the society. Education is a cooperative teaching-learning process of preparing an individual from birth and all through his/her life for happy useful living in the society within the culture and resources (Oyekan, 2010). Also, Oloyede (2019) asserted that education is often conceived as a systematic action of imparting relevant knowledge, skills and habits to the learners in their preparation for meaningful life and contribution to better society. Education has been diversified into different fields; the field of sciences, arts and commerce. Subjects such as Chemistry, Physics, Biology are categorized under the science field. In the field of social science, History is well recognized.

Osokoya (1989) stated that History education is an academic field which concerns itself with the study of how societies have transmitted culture from one generation to another. The author goes further to say that it is also a study of how education became a tool for problem solving activity and its evolution down the ages. It is often said to be the "queen" or "mother" of the social sciences. It is the basis of all subjects of study which fall under the category of Humanities and Social Sciences. It is also the basis of the study of philosophy, politics, economics and even art and religion. Study of history deepens understanding of the potentialities and limitations of the present. It has thus become a future-oriented study related to contemporary problems.

Bilal, Fakhar, Muhammad and Zahoor (2013) stated that the scope of history includes both human and nature, all activities of human, the study of economic

and social change which is gaining greater prominence in recent year, also, the scope of history has been enlarged from objective empiricism to historicism. Objective empiricism means the establishment of facts as they really were. It is sometimes like presenting a photographic copy of how things really existed in the past. Historicism means tracing the growth and development of an event from its early stages. It is like a genetic process which takes into account evolutionary trends and how progress has been made from age to age. Finally, the scope of history was further widened when attempts were made to develop a new concept called 'historical relativism' (Bilal, Fakhar, Muhammad & Zahoor, 2013).

According to Kosemani (2011), History teaching began in the nineteen sixties when history of West Africa was included in the School Leaving Certificate Examination syllabus. The inclusion of history in the examination syllabus demands a thorough knowledge of the aims, content and techniques to be adopted to achieve effective teaching and learning. History teaching and learning in Nigeria witnessed different epochs in scope, nature and characteristics (Kosemani, 2011). History education has assumed the role of a human science. Furthermore, history has been diversified to encompass international studies.

History and International Studies refers to a discipline, what a person is studying in that specialized Political Science class in which the learning of politics among nations takes place. It is the field or body of knowledge that examines the totality of human relations across national boundaries. Goldstein (2010) submitted that International Studies is that branch of Political Science that deals with interactions between state and non-state actors in the international system. Ola (2009) on the

other hand argues that International Studies is the study of all forms of interactions that exist between members of separate entities or nations within the international system.

History and International Studies encompasses International Relations and other aspects of human society such as the cultural, scientific and economic areas, which may or may not be studied in relational or comparative contexts. International Studies not only examines the relational situations between states, but looks at international relations and other aspects of the world. International Politics is just one of the sub-fields of History and international studies. International Diplomacy is the nearest in meaning and content; but its teaching sometimes excludes other non-political areas (Folarin, 2010). History education and History and international studies are being studied in different tertiary institutions with varying learning outcomes.

Zane (2018) stated that learning outcomes are described as written statements of what a learner is expected to know, understand and/or be able to do at the end of a period of learning. According to Steve (2000), learning outcome can be measured by academic achievement and accountability. The author also stated that mission and goals of the education system usually determine learning outcome. Northern Michigan University (2000) also defined learning outcome as the ability to write, interpret, develop positive attitude and speak clearly and effectively which will enhance their learning as undergraduate and throughout their lives after graduation. Learning outcomes are statements of what learners is expected to know, understand and/or be able to demonstrate after completion of a process of learning (Proitz, 2010). According to Moon (2002), learning outcome is a statement of what a learner is

expected to know, understand and be able to do at the end of a period of learning and of how that learning is to be demonstrated. Hence, ascertaining the learning outcome of students is of utmost importance.

Despite the studies that have been carried out on learning outcome, this paper will take a different dimension by assessing and comparing the learning outcome of History Education and History and International Studies students of University of Ilorin (2017 – 2019). Several studies have been carried out by researchers on learning outcome. Chugh and Audichya (2004) studied the learning outcome of the orphan boys of 6 to 12 years and concluded that family variables like parents' education, occupation, socio-economic status, age did not affect the academic achievement. Also, Norsida (2010) examined the learning outcome of the mathematics students according to their gender and concluded that women achieve better learning outcome compared to the men. Simonton (2001) observed that Lehman found correlation between age and achievement in a series of studies conducted.

Statement of the Problem

Learning outcome can be measured by academic achievement and accountability. Mission and goals of the education system usually determine learning outcome. However, the learning outcome of students has been the major concern of parents, government and lecturers. Interest of students in History Education coupled with History and International Studies are on the decline despite its importance. The researcher observed that loss of interest in the course has invariably affected the learning outcome of student's. Also, several similar researchers (Glass, 2002; Stevenson, Shin-Yin & James, 2001; Lincove & Painter, 2006; Abdu-Raheem, 2012; Oshima & Domaleski, 2006) have

stressed on variables such as age, gender, environment on the learning outcomes of students in various fields but none of these researches compared the learning outcome of History Education and History and International Studies.

This study will therefore fill this gap by carrying out a comparative analysis of the learning outcome of history education and History and International Studies students of University of Ilorin from 2017 to 2019.

Aim and Objectives

The aim of this study is to carry out a comparative analysis of the learning outcome of History Education and History and International Studies students of University of Ilorin from 2017 to 2019). Specifically, the study sought the following objectives:

- i. Differences in the learning outcome between History Education Students of University of Ilorin and History and International Studies students of University of Ilorin.
- ii. Difference in the learning outcome of male and female History Education and History and International Studies students of University of Ilorin

Research Questions

The following research questions were answered in the course of this study.

- i. What are the difference in the learning outcome of History Education and History and International Studies students of University of Ilorin?
- ii. What are the difference in the learning outcome of male and Female History Education and History and International Studies students of University of Ilorin?

Research Hypotheses

H01: There is no significant difference in the learning outcome of History Education and History and International Studies students of University of Ilorin.

H02: There is no significant difference in the learning outcome of male and female History Education and History and International Studies students of University of Ilorin.

Methodology

An expo factor design was adopted. it is a method in which group with qualities that already exist are compared on some dependent variables. In respect to this study, this design guides the collection of relevant data which were used in making a systematic description of the existing situation vis-à-vis the comparative analysis of the learning outcome of History Education and History and International Studies students of University of Ilorin between 2017 and 2019. A stratified sampling technique was used to sample 10 students from each level in the Department of Arts Education (History Education). This same process was used in the Department of History and International Studies. The total number of sample used for the study was eighty (80). A profoma was used to elicit information from the respondents. Data obtained from the respondents were subjected to t-test and analysis of variance (ANOVA).

Results and Discussion

Question One: What is the learning outcome of History Education students of University of Ilorin?

Table 2: Trend in Learning Outcome of Graduates of History Education of University of Ilorin from 2017 to 2019

Year	1 st Class	2 nd Class Upper	2 nd Class Lower	3 rd Class	Pass
2017	4 (1.6%)	49 (20.6%)	106 (44.6%)	58 (24.4%)	2 (0.8%)
2018	2 (0.8%)	56 (23.6%)	119 (50.1%)	51 (21.5%)	5 (2.1%)
2019	5 (2.1%)	61 (25.7%)	138 (58.1%)	49 (20.6%)	7 (2.9%)
Grand Total = 712: Mean = 237.33					

Table 2 shows the percentage of graduates of History Education with respect to their learning outcomes from 2017 to 2019 academic sessions. The percentage of graduates of History Education that had 1st class in 2017 was 1.6 and this decreased to 0.8 in 2018 but rose to 2.1 in 2019. graduates of History Education with 2nd Class Upper was 20.6% in 2017 and this increased to 23.6% in 2018 and 25.7% in 2019. The proportion of graduates of History Education that had 2nd Class Lower in 2017 was 44.6% and this increased to 50.1% in 2018 and 58.1% in 2019. The percentage of graduates of History Education that had 3rd Class was 24.4 in 2017 and this decreased to 21.5% in 2018 and 20.6% in 2019. Graduates of History Education with Pass in 2017 was 0.8%

which increased to 2.1% in 2018 and 2.9% in 2019.

It could therefore be observed that the trend of learning outcome of graduates of History Education with 2nd-Class-Upper, 2nd-Class-Lower and Pass is upward (increasing) while 3rd Class is downward (decreasing), though the highest proportion of graduates of History Education, graduated with 2nd-Class-Lower followed by 2nd -Class-Upper and 3rd -Class while only few graduates of History Education graduated with 1st Class/Pass from 2017 to 2018 in University of Ilorin.

Question Two: What is the learning outcome of History and International Studies students of University of Ilorin?

Table 3: Trend in Learning Outcome of Male and Female Graduates of History and International Studies of University of Ilorin from 2017 to 2019

Year	1 st Class	2 nd Class Upper	2 nd Class Lower	3 rd Class	Pass
2017	3 (1.2%)	62 (23.9%)	102 (39.3%)	66 (25.4%)	7 (2.7%)
2018	5 (1.9%)	71 (27.3%)	121 (46.6%)	57 (21.9%)	5 (1.9%)
2019	2 (0.7%)	79 (30.4%)	143 (55.1%)	54 (20.8%)	2 (0.7%)
Grand Total = 779: Mean = 259.67					

Table 3 shows the percentage of graduates of History and International Studies with respect to their learning outcomes from 2017 to 2019 academic sessions. the

percentage of graduates of History and International Studies that had 1st Class learning outcome in 2017 was 1.2 and this increased to 1.9 in 2018 but fell to 0.7 in

2019. The proportion of graduates of History and International Studies with 2nd Class-Upper was 23.9% in 2017 and this increased to 27.3% in 2018 and 30.4% in 2019. Graduates of History and International Studies that had 2nd Class-Lower in 2017 were 39.3% this increased to 46.6% in 2018 and 55.1% in 2019. The percentage of graduates of History and International Studies that had 3rd Class was 25.4 in 2017 and this decreased to 21.9 in

2018 and 20.8 in 2019. Graduates of History and International Studies that had Pass in 2017 were 2.7 which decreased to 1.9 in 2018 and 0.7 in 2019.

Hypotheses

H₀₁: There is no significant difference in the learning outcome of History Education and History and International Studies students of University of Ilorin

Table 4: t-test Statistics showing the difference in the learning outcome of History Education and History and International Studies students of University of Ilorin

Courses of Study	N	Mean	SD	Df	t-value	Sig.	Remark
History Education	339	12.87	1.37	689	2.66	0.72	NS
History and International Studies	352	12.38	1.18				

*Insignificant at $p > 0.05$

As revealed in Table 4, the t-value 2.66 was obtained with a p-value 0.72 computed at 0.05 alpha level. Since the p-value of 0.72 is greater than 0.05 level of significance, the null hypothesis one is retained. This shows that there is no statistically significant difference in the learning outcome of History Education and History and

International Studies students of University of Ilorin ($t_{(689)} = 2.66, p > 0.05$).

H₀₂: There is no significant difference in the learning outcome of male History Education and History and International Studies students of University of Ilorin.

Table 5: t-test Statistics showing the difference in the learning outcome of male and Female History Education and History and International Studies students of University of Ilorin

Courses of Study	N	Mean	SD	Df	t-value	Sig.	Remark
History Education	213	12.83	1.31	410	2.74	0.12	NS
History and International Studies	199	13.60	1.64				

*Insignificant at $p > 0.05$

As revealed in Table 5, the t-value 2.74 was obtained with a p-value 0.12 computed at 0.05 alpha level. Since the p-value of 0.12 is greater than 0.05 level of significance, the null hypothesis one is retained. This shows that there is no statistically significant difference in the learning outcome of male History Education and History and International Studies students of University of Ilorin ($t_{(410)} = 2.74, p > 0.05$).

From the findings of this research, it was discovered that History and International Studies students and History Education students are both struggling when it comes to their learning outcomes. This is obviously so, because they do not study hard enough as it befits undergraduates. However, to emerge successful or be a high flying student in any field, students must pay particular attention to their studies. The level of exposure given to learners on materials learnt is equally very important in goal's attainment. Thus, effective evaluative strategies must be put in place by universities to assist learner's learning outcomes.

Discussion

Higher education institutions have acknowledged the importance of assessing student learning outcomes. Research by Al-Shammari (2010) has shown that assessment of student learning outcomes can provide valuable information to analyse learning outcomes in any course of study. Importantly, assessment offers clear and useful information on student learning outcomes that may be used as indicators of students' learning-related strengths and weaknesses. Another reason to use assessment is its capacity to aid educators in identifying, classifying, and evaluating a specific performance indicator that points to

success or failure in student learning outcomes. Furthermore, the assessment of learning outcomes is to help instructors identify course-related weaknesses and implement specific improvements. (Carey & Gregory, 2003).

This implies that the trend of learning outcome of graduates of History and International Studies with 2nd-Class-Upper, and Lower is upward (increasing) while the proportion of graduates of History and International Studies with 3rd Class and Pass is downward (decreasing), though the highest proportion of History and International Studies students graduated with 2nd-Class-Lower followed by 2nd-Class-Upper and 3rd -Class while only few History and International Studies students graduated with 1st Class/Pass from 2017 to 2018 in University of Ilorin.

Recommendations

The following recommendations were made, based on the findings of this study.

1. Students should brace up and take their studies and courses seriously
2. School authorities should organize and integrate academic seminars, workshops, conferences etc. (in the area of learning) as part of the compulsory courses registered by male and female students in their various departments so as to improve their academic commitment and learning outcomes.
3. School management, guidance counsellors and the relevant authorities should find a means to motivate and counsel male and female students on the need to knuckle down and graduate with higher learning outcomes.

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