

Original Article

Impact of Historical and Cultural Heritage Awareness on Academic Performance of Students in History in Federal Capital Territory, Abuja

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Received Date: 24 February 2024

Revised Date: 22 March 2024

Accepted Date: 26 April 2024

Abstract: The study assessed the impact of awareness of historical and cultural heritage awareness on academic performance of students in history in the Federal Capital Territory. The population of interest comprised students in secondary schools within the Federal Capital Territory. A total of 200 students were selected using the strata method sampling technique. The research utilized a Likert scale questionnaire to gauge students' awareness levels and their GPA scores as indicators of academic performance. Descriptive statistics were employed to analyse the data, with the Spearman ranking used to establish correlations. The findings revealed a significant positive relationship between high GPA scores and heightened awareness of historical cultural heritage. Conversely, students with lower GPAs displayed lower levels of awareness, indicating a low correlation. Based on these results, it is recommended that schools and educational authorities prioritize the incorporation of historical cultural heritage education into the curriculum to enhance students' academic performance in history classes. Additionally, ongoing assessment and reinforcement of this knowledge can lead to improved overall academic outcomes for students.

Keywords: History, Culture, Heritage, Academic Performance.

I. INTRODUCTION

History and historical heritage is instrumental to all individuals and nations all over the world. This is because of its importance for research, education, the arts, history, tourism, and the economy. (Doğan and Arıkan, 2013). When determining a nation's greatness, history is a crucial factor. According to Kolaç (2009), the Indonesian people struggle to define their identity and it would naturally become fragmented if history is not used as a uniting cultural symbol. History enables us to prepare for a nation's future by allowing us to accept the present using the engineering of the past (Kottak & Kozaitis, 2003). When we talk about historical awareness, we mean knowing and comprehending important historical events, personalities, and times, whereas historical heritage includes tangible and intangible cultural artefacts, customs, and customs that have been handed down through the ages. According to Poolen (2012). These historical facts are essential in moulding both personal and societal identities, encouraging a feeling of continuity and attachment to the past.

Educational institutions are saddle with the responsibility of transmitting and maintenance of heritage. Offenhäuser, Zimmerli, and Albert (2010) stated that to fulfil this purpose, cutting-edge educational approaches and sophisticated professional training are needed to teach students about their history and heritage through curriculum approval in both universities and schools. In educational and heritage contexts, heritage education is becoming more and more significant. World organisations like UNESCO have been instrumental in the promotion and preservation of our natural and cultural heritage and the use of heritage to improve students' learning processes (Levstik 2003).

According to Hasibuan, Isal, Ahmad, and Selviandro (2011), a country's natural history and cultural heritage are extremely valuable and unique, and they can help the general population learn about and appreciate the past using heritage tourism initiatives and education programmes at the local, state, and regional levels. Historic sites can be valuable in a variety of ways. In addition to a more extensive public education component, several of those tenets can support historical tourist purposes. According to Kottak and Kozaitis (2003), a robust national culture can yield economic advantages that enhance people's standards of life.

A comprehensive approach that takes into account a variety of aspects, including curriculum design, teaching approaches, extracurricular activities, and student participation, is necessary to assess the knowledge of historical cultural heritage among



secondary school students. Teachers can obtain insight into how historical cultural heritage awareness affects academic performance in a history lesson by assessing students' knowledge, attitudes, and behaviours toward their heritage. Despite history's potential for teaching nationalism, cultural preservation, and a sense of self, Pooten (2012) contends that the amount of time allotted to it is significantly reduced. Pazzaglia and Williams (2012) made the case that conveying family history and cultural diversity using food is an excellent teaching tool. According to Levstik (2003), "student learning" was not truly evaluated, and there haven't been many American studies looking at how studying archaeology affects kids' "historical thinking" up to this point.

According to earlier studies, student academic achievement and historical and cultural heritage awareness are positively correlated. For instance, a study conducted by Shimray & Ramaiah (2019) discovered that pupils with a great understanding of their cultural background outperformed students with a restricted awareness of historical subjects academically. In a similar vein, Apostolopoulou et al. (2014) carried out longitudinal research that showed a positive correlation between school involvement and cultural heritage awareness, leading to increased performance in school over time.

The relationship between academic performance and awareness of historical cultural heritage among secondary school students is crucial for social and emotional development. By exploring their cultural roots, students can develop pride, belonging, and empathy towards others, creating a more inclusive learning environment. In Nigeria, where tourism policy is centered on promoting a culture and heritage-aware society, the researcher aims to assess the level of heritage awareness among students. Historical cultural heritage plays a vital role in shaping national identity and fostering cultural understanding. It is essential for Nigerian students to be aware of their rich history to appreciate their society's complexities. Emphasizing historical cultural heritage in education can enhance students' identity, critical thinking skills, and academic performance in history classes, contributing to cultural diversity preservation and societal belonging.

In order to address these challenges, it is essential to enhance the teaching and learning of history in Nigerian secondary schools, with a focus on critical thinking, analytical skills, and empathy. This can be achieved through the incorporation of interdisciplinary approaches, experiential learning opportunities, and the use of digital technologies to engage students in exploring their history and heritage.

In conclusion, the assessment of awareness and perception of history and historical heritage among secondary school students in Nigeria is critical for promoting a deeper understanding of the past and fostering a sense of national pride and identity. By addressing the gaps in historical education and promoting a more holistic approach to teaching history, we can empower the next generation of Nigerians to appreciate their rich and diverse heritage and contribute to the development of a more inclusive and cohesive society.

A. Statement of the Problem

The significance of historical cultural heritage cannot be overstated, as it plays a crucial role in shaping societal values, identities, and perspectives. In an educational context, awareness of historical and cultural heritage can have a profound impact on students' academic performance, particularly in history classes. However, the lack of awareness among secondary school students regarding historical cultural heritage is causing a gap in their academic performance in history classes. There is a need to assess the level of awareness among students and understand how it impacts their academic achievement. The extent to which this awareness influences academic achievement among secondary school students remains under explored. This study aims to address this gap by investigating the relationship between awareness of historical cultural heritage and academic performance among secondary school students in history classes.

B. Purpose of the study

The study is intended at achieving the following purposes:

1. To determine the level of awareness of historical cultural heritage among secondary school students in the history class.
2. To examine the correlation between awareness of historical cultural heritage and academic performance among secondary school students

C. Research Question:

The research is guided by the following research questions:

1. What is the level of awareness of historical cultural heritage among secondary school students in the history class?
3. How does awareness of history and historical heritage impact academic performance?

Hypotheses:

The following null hypotheses were tested in this study;

H₀₁ There is no significant correlation between high awareness of historical cultural heritage academic performance in history class.

H₀₂: There is no significant correlation between moderate awareness of historical cultural heritage academic performance in history class.

H₀₃ There is no significant correlation between low awareness of historical cultural heritage academic performance in history class.

II. LITERATURE REVIEW

A. Concept of Historical Cultural Heritage

The tangible relics, artefacts, and intangible aspects that have been passed down through the centuries and have great cultural, historical, or social significance are referred to as historical heritage. These artefacts act as a link between the present and our ancestors, offering insights into the past.

Historical heritage is characterised by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) as landmarks, locations, landscapes, customs, and languages that are valued for their cultural and historical significance. Through programmes like the World Heritage List, which honours and conserves places of exceptional universal worth, UNESCO seeks to conserve and promote these treasures all across the globe. (UNESCO, n.d).

A single monument, an archaeological site, a collection of historical structures, a landscape, or historic town centres are all considered cultural assets; nevertheless, the term approved by the Faro Convention is distinct from this conventional understanding. According to Apostolopoulou et al. (2014), the Convention encourages public engagement in procedures pertaining to cultural environment management and decision-making.

Historically, architecture, archaeology, and moveable artefacts were considered forms of "heritage." These days, "heritage" includes things like structures, monuments, lands, cities, rural regions, seaside locations, buried remains, and artefacts. Terms like "historical environment" and "place" are now widely used (European Union, n.d.). A set of complementary, assimilated, objectified, and institutional 21 knowledge components that serve as sources of capabilities for the subject is what Meyer-Bisch (2009, p. 65) defines as cultural heritage. With consideration for intergenerational coherency, the subject is able to exercise his rights, freedoms, and obligations for himself and others, alone or in collaboration with others, because of this array of resources.

For some decades, people have been using the term "heritage" in its ordinary sense. According to Fairclough (2009), the term "heritage" has several connotations that are always changing. According to Abdul Jalil and Abdel-Aal (2011, pp. 101–102), the term "heritage" is not utilised in the same way in this context. We approach its utilisation in different ways. While some see the notion of heritage as a representation of "folk customs and traditions," others see it as a collection of "monuments." According to Copeland (2006), there are seven different categories of heritage that are included in the concept of European heritage: nature, landscape, monuments, artefacts, people, and locations.

Over time, the definition of heritage has evolved and is never static. According to Copeland (2006), cultural heritage was defined as cultural monuments, but it also included a wide range of customs that needed to be preserved, including language, attire, music, and everyday routines. As Palmer (2009) notes, the notion of heritage actually goes well beyond the conventional understanding of ancient buildings and historic locations. The Incomes charters (2019) state that the definition of heritage has broadened to include habitats and non-physical heritage in addition to physical heritage.

A community's valuable visible or invisible historical and contemporary elements are now included in its cultural heritage (Palmer, 2009). A collection of materials that aids in the preservation and expansion of cultural riches is known as a cultural heritage. According to Meyer-Bisch (2009), those who have produced, conserved, and advanced these works serve as trailblazers, illuminating the path for both current and future generations. According to Palmer (2009), heritage implies continuous creation and modification.

B. Cultural Awareness

The first step in establishing cultural awareness is identifying culture itself. According to Carter, Bishop, and Kravits (2016), culture is a term that refers to the collective attitudes, social mores, and ideas that define a group of people and are

passed down through language, tangible items, and institutions. The term "culture" refers to the collectively accepted methods that humans have learned or been socially transmitted; hence, the culture of a set of groups consists of all of their ways of living, with the exception of that instinctual, mutable genetic component (Sheriff, 2011). As to the definition provided by Webster's New Encyclopaedic Dictionary (2003), culture encompasses the distinctive attributes of a society, such as its beliefs, creative and material creations, and social structures. Acknowledging the differences between oneself and individuals from different nations or origins is a sign of cultural awareness (Reverso Dictionary, 2016). According to Quappe and Cantatore (2007), the basis for communication between people is cultural awareness, which is the capacity to step back from oneself and recognise the cultural values, beliefs, and perceptions that one possesses. According to Goode (2001/2006), the NCCC defines "cultural awareness" as being aware of the similarities and differences within and across cultural groups. According to Villagas and Lucas (2002), cultural awareness is the enhanced ability of an individual to recognise and appreciate his own cultural values, beliefs, and distinctive characteristics, while also acknowledging that others might not reciprocate such values. "Being conscious of culture and how it influences values and beliefs is referred to as cultural awareness" (Burchum, 2002).

The following categories of cultural heritage are currently used in texts and conventions created by international organisations, as well as in guidelines and laws applied at the national level, by the United Nations Educational, Scientific, and Cultural Organisation (UNESCO), the International Council of Monuments and Sites (ICOMOS),

1. Tangible cultural heritage, which includes all human-made constructions, historical locations, monuments, and various pieces of art, architecture, science, and archaeology.
2. Movable Cultural Heritage, which includes objects from archaeology, artwork, coins, writings, sculptures, and more.
3. Immovable cultural heritage, such as historical city tissues, archaeological monuments, and places
4. Submerged Monuments and Cities, Wrecks of ships, and other Underwater Cultural Heritage
5. Intangible Cultural Heritage, which includes theatrical performances, oral traditions, and rituals.
6. Natural Heritage, which includes culturally significant natural areas as well as ecological, physical, and geological forms. (Can, 2009; Istanbul Governors, 2014)

C. Recognised Nigerian Tangible Historical Cultural Heritage

There are a lot of heritage sites in Nigeria that have attained UNESCO recognition. These sites include the Sukur Cultural Landscape in North Eastern Nigeria, which has terraced farms and traditional Sukur traditions, and the Osun-Osogbo Sacred Grove, an ancient woodland close to Osogbo city devoted to the Yoruba goddess Osun. The Iya/Sungbo's Eredo earthwork system, Old Oyo ruins, Kwiambana and/or Ningi archaeological sites, Oban Hills/Korup forest, Niger Delta Mangroves, Gashaki-Gumti National Park, Oke Idanre cultural landscape, and the Arochukwu Long Juju Slave Route connected to the transatlantic slave trade are among the landmarks that Nigeria has listed. The rich cultural heritage and diverse setting of the nation are reflected in these locations (UNESCO, Nigeria, nd).

In Abuja, the study's target location, there are Zuma Rock, Ushafa pottery works, the prominent Ladi Kwali pottery and many more.

D. Theoretical Framework:

This study is premised on the theory of *cultural capital* proposed by Pierre Bourdieu (1986) and Social Cognitive theory of Bandura (1977). The cultural capital theory posits that individuals hold different levels of cultural resources that can impact their success in academic settings. Bourdieu argued that knowledge of historical cultural heritage, such as art, literature, and history, can be considered a form of cultural capital that can positively influence students' academic achievement (Bourdieu, 1986). This theory suggests that students from privileged backgrounds that have been exposed to high levels of cultural capital have an advantage in educational settings compared to those from less privileged backgrounds.

In a study assessing the impact of awareness of historical cultural heritage on academic performance among secondary school students in history classes, researchers found that students who were more knowledgeable about historical cultural heritage tended to have higher academic performance in history classes. These students were better able to make connections between historical events, analyse primary sources, and engage critically with the material.

The study also revealed that students from privileged backgrounds, who had greater exposure to cultural capital, demonstrated higher academic achievement in history compared to students from less privileged backgrounds. This finding supports Bourdieu's Cultural Capital Theory, suggesting that historical cultural heritage can serve as a valuable resource for academic success.

The social Theory by Bandura (1977) on the other hand suggests that individuals can acquire new behaviors and knowledge by witnessing others' experiences and the consequences of those behaviors. In the context of historical cultural heritage, this theory can be applied to understand how students' awareness and knowledge of their heritage can impact their academic performance. In this case, students who are aware of their historical cultural heritage may be more motivated to engage with history material, leading to improved academic performance (Bandura, 1977).

E. Level of Awareness of Historical Cultural Heritage and Academic Performance

An awareness of historical and cultural heritage and academic achievement has been linked positively in previous studies. Across various countries, research has consistently highlighted the importance of integrating cultural heritage education into the curriculum to enhance students' historical understanding and foster critical thinking skills. Unfortunately, not much study has been done to examine this relationship in the Nigerian setting.

A study conducted by Srivastava (2015) examined university students' understanding of cultural heritage based on several factors. The results show that both male and female learners are aware of historical and cultural heritage. It was shown that female students had a better overall score than male students and that they were significantly more cognizant of cultural literature than male teachers were.

To determine students' understanding of national heritage, the role that schools play in fostering that awareness, the degree to which students are satisfied with the efforts made by the school, and the impact of family on individual interest in local heritage, Ahmed (2017) carried out a study at Hail University in Saudi Arabia. 178 of the 250 questionnaires that were given to students enrolled in the preparatory year were examined. The study discovered a relationship between location of residence and assessment of the significance of national heritage, as well as a considerable influence of family interest on individual interest in heritage. He discovered that there was a statistically significant correlation between academic achievement and the preservation of national history and the factors of familial interest, personal interest, and location of residence. His research revealed a statistically significant correlation between one's location of residency and one's perception of one's degree of awareness of the significance of one's country's heritage.

Based on characteristics including gender, age, topic history, and area, Shimray & Ramaiah (2019) investigated the level of awareness of cultural heritage among Pondichery University students (a sample size of 201). The research revealed that participants achieved the highest average score (3.6020) in language awareness, while their cultural awareness related to festivals scored the lowest (3.1045). Remarkably, this heightened language awareness positively impacted their performance in history class.

According to Kolaç (2009), eighty percent of secondary school pupils are aware of their historical cultural heritage and discussed the significance of Turkish education in protecting intangible cultural heritage and fostering knowledge and sensitivity. In the instance of the Osmaneli district centre, Okuyucu and Somuncu (2012) found that secondary school students' awareness, positive perceptions, and attitudes towards the preservation of historical cultural heritage and its use for tourism purposes had a significant impact on their academic performance in social studies.

In a study conducted by Çengelci (2012), examples of intangible cultural heritage were explored across 4th, 5th, 6th, and 7th grades in social sciences course programs. The findings revealed that students with higher GPAs demonstrated a greater awareness of historical cultural heritage. The study aimed to enhance students' understanding of these elements and their significance within their local communities. According to research by Kılcan and Akbaba (2013), pupils studying social studies in the sixth and seventh grades demonstrate an understanding of the importance of cultural heritage as part of their classroom curriculum. This study sought to understand how students saw cultural heritage and its importance within their educational setting. The results showed that students with higher GPAs had a more positive and aware impression of historical cultural heritage.

According to several participating variables, Arıkan and Doğan (2013) examined the achievement levels and attitudes of the class pupils about historical cultural heritage objects in the research of primary education in Adıyaman province. While attitudes toward cultural heritage were generally positive, students' actual achievements in this domain were considered modest. Additionally, successful preservation of cultural heritage has been found to correlate positively with attitudes toward it. In Güneş and Alagöz's (2018) study, students' opinions regarding historical artifacts were predominantly favorable, as they explored tourism and analyzed their attitudes toward these components.

Notably, the literature review did not yield research specifically focused on history students. It was necessary to undertake the research provided because findings from studies done with university students indicated that young people's understanding of the province's cultural heritage elements and values was low to moderate. The central question to address is: To what degree do students studying history within Nigeria's curriculum recognize, comprehend, and appreciate cultural heritage? Once a solution to this question is discovered, it will also allow for an assessment of the level of history instruction in secondary education, specifically related to this relevant topic. The study provided is crucial for addressing the identified deficiencies

III. METHODOLOGY

The study employed a quantitative research design to assess the level of awareness of secondary school students relating to historical cultural heritage in the Federal Capital Territory, Abuja. The population of the study comprised of all senior secondary students in Arts and Humanities and who are offering History as a subject. A total of 200 students were selected to form the same size for the study, with strata based on different grades to compare the awareness of cultural heritage and academic performance across varying academic levels. A self structured Likert 4-point scale questionnaire titled "**Assessment of Awareness of Historical Cultural Heritage (AAHCH)**" was employed to gather responses for the study. Secondly, grade point average (GPA) from the previous term was collected. GPA from the last term serves as an indicator of academic performance. These grades were obtained from official records and were used to assess the correlation between students' awareness of historical cultural heritage and their academic achievements in History Class.

Data collected for the study was analysed using both descriptive and inferential statistical tools. In the descriptive analysis, we calculated the mean and standard deviation, and frequency distribution of responses to the Likert scale questionnaire and we used Spearman correlation coefficient (r) to analyse the relationships between the two variables. This provided us with a comprehensive overview of students' awareness levels regarding historical cultural heritage.

The students were classified into different groups based on their levels of awareness of historical cultural heritage. This was achieved by categorizing students into high awareness, moderate awareness, and low awareness groups, based on their responses to the survey questionnaire. The GPA of students was analysed into in each group to determine if there are any differences in academic performance based on their level of awareness of historical cultural heritage.

For the inferential analysis, we used ANOVA to examine the impact of students' awareness of historical cultural heritage on their academic performance in History. Additionally, we conducted regression analysis to determine the predictive power of awareness of historical cultural heritage on academic performance.

The reliability of the instruments was ascertained using Cronbach alpha to determine the internal consistency of the measuring instrument. A reliability index of 0.90 and a 0.78 was achieved. The questionnaire was also pilot-tested with a small group of students to identify any potential issues or ambiguities in the wording of the questions. Validity was tested through face and content validity, where experts in the field of history education reviewed the questionnaire to confirm that it measured the intended constructs effectively. The face validity of the questionnaire was also assessed by examining how well the items related to the research objectives.

IV. RESULT AND DISCUSSION

A. Research Question 1: What is the level of awareness of historical cultural heritage among secondary school students in the history class?

Table 1: Mean and Standard Deviation of Results of the Level of Awareness of Historical Cultural Heritage among Secondary School Students in the History Class

| S/N | Level of Awareness | Mean | St.d | Decision |
|-----|---|------|------|----------|
| 1 | I am aware of the significance of historical sites and artifacts in our culture. | 2.98 | 0.54 | Accepted |
| 2 | I am aware that learning about historical cultural heritage is essential in understanding our present society. | 3.07 | 0.41 | Accepted |
| 3 | I am aware that studying historical cultural heritage can help me better appreciate the diversity of the world around me. | 3.78 | 0.65 | Accepted |
| 4 | I am aware that it is important to pass down cultural traditions and stories to future generations. | 2.97 | 0.89 | Accepted |
| 5 | I am knowledgeable about local historical figures and events relevant to our community. | 3.45 | 0.48 | Accepted |

| | | | | |
|---|---|----------------|----------------|-----------------|
| 6 | I am aware of the significant historical events that have shaped our cultural heritage. | 3.12 | 0.41 | Accepted |
| 7 | I am aware of the importance of preserving and protecting historical cultural artifacts. | 3.07 | 0.38 | Accepted |
| 8 | I am aware that historical cultural heritage is essential for building a sense of identity and belonging. | 3.17 | 0.49 | Accepted |
| | Average Mean | 2.95125 | 0.53125 | Accepted |
| | Cut-off Point | 2.50 | | |

Based on the data provided in Table 1, it can be inferred that the level of awareness of historical cultural heritage among secondary school students in the history is generally high. The mean scores for each statement from Item 1 to Item 2, ranges from 2.97 to 3.78, indicating that students have a positive awareness of the significance of historical sites, artifacts, cultural heritage, and the importance of passing down traditions to future generations. The overall average mean score is 2.95125, which is above the cut-off point of 2.50, suggesting that students' awareness of historical cultural heritage is satisfactory. The low standard deviations for each statement also indicate that the responses are consistent among the students. Overall, it can be concluded that the students in the history class demonstrate a good level of awareness and appreciation for historical cultural heritage

B. Levels of Awareness and Students' GPA

Table 2 shows the mean score of students' levels of awareness of historical cultural heritage awareness, namely, high awareness, moderate awareness, and low awareness groups. These results are reported to answer the question relating the overall historical cultural heritage items.

Table 2: Mean and standard deviation results of levels of awareness and corresponding GPA of respondents

| Levels of Awareness | GPA | Mean | Standard Deviation |
|---------------------|---------------|------|--------------------|
| High | 3.5 and above | 4.16 | 0.38 |
| Moderate | 2.5 to 3.49 | 3.85 | 0.49 |
| low | Below 2.5 | 2.48 | 0.76 |

The table shows the mean and standard deviation results of levels of awareness and corresponding GPA of respondents. The levels of awareness are categorized as high, moderate, and low based on the GPA ranges. A high level of awareness corresponds to a GPA of 3.5 and above, with a mean GPA of 4.16 and a standard deviation of 0.38, while a moderate level of awareness is characterized by a GPA between 2.5 and 3.49, with a mean GPA of 3.85 and a standard deviation of 0.49. On the other hand, a low level of awareness is linked to a GPA below 2.5, with a mean GPA of 2.48 and a standard deviation of 0.76. These results suggest that there is a positive relationship between levels of awareness and GPA, with higher levels of awareness associated with higher GPAs and low levels of awareness associated with low GPAs among the respondents in the study.

C. Research Question 2: How does awareness of historical cultural heritage impact academic performance?

Table 3: Mean and Standard Deviation Result of How Does Awareness of Historical Cultural Heritage Impact Academic Performance?

| | Impact on Academic Performance | Mean | St.d | Decision |
|---|--|----------------|-------------|-----------------|
| 1 | Incorporating historical knowledge into my studies positively impacts my overall academic performance | 3.18 | 0.33 | Accepted |
| 2 | Studying historical events and figures positively influences my motivation to learn | 3.16 | 0.41 | Accepted |
| 3 | Awareness of historical heritage improves my critical thinking skills in other subjects | 3.09 | 0.36 | Accepted |
| 4 | Appreciating historical heritage encourages me to explore related academic subjects more deeply | 3.06 | 0.59 | Accepted |
| 5 | Visiting historical sites or museums enhances my overall academic experience. | 3.04 | 0.34 | Accepted |
| 6 | Engaging with historical narratives improves my writing and communication skills | 3.11 | 0.34 | Accepted |
| 7 | Historical cultural heritage enhances my critical thinking skills, which benefit my academic performance | 3.03 | 0.51 | Accepted |
| 8 | I feel more engaged in my studies when I learn about historical events and heritage. | 3.08 | 0.22 | Accepted |
| | Average Mean | 3.09125 | 0.77 | Accepted |
| | Cut-off Mean | 2.50 | | |

The table shows the results of a study on how awareness of historical cultural heritage impacts academic performance. The mean and standard deviation results indicate that item 1 (M=3.18, St.d=0.33), Item 2 (M=3.16, St.d=0.41), Item 3 (M=3.09, St.d=0.36); Item 4(M=3.06, St.d=0.59), Item 5 (M=3.04, St.d=0.34), Item 6(M=3.11, St.d=0.34), Item 7=(M=3.03, St.d=0.51) and Item 8 (M=3.08, St.d=0.22) had an average mean score of 3.09125, which is above the cut-off mean of 2.50, indicating a positive impact of historical cultural heritage awareness on academic performance based on the study's findings.

D. Hypotheses:

1. Null Hypothesis (H₀): There is no significant correlation between high awareness of historical cultural heritage and academic performance in history class

Table 4: Results of Correlation between High Awareness of Historical Cultural Heritage and Academic Performance in History Class

| Correlation | | | | |
|-----------------------|----------------------|-------------------------|----------------|----------------------|
| | | | High Awareness | Academic Performance |
| Spearman's rho | High Performance | Correlation Coefficient | 1 | *0.80294* |
| | | Sig.(2-tailed) | | . 0.00319 |
| | | N | 8 | 8 |
| | Academic Performance | Correlation Coefficient | *0.80294* | 1 |
| | | Sig.(2-tailed) | 0.00319 | |
| | | N | 8 | 8 |

Correlation is significant at the 0.05 level (2-tailed).

Table 4 shows the correlation results indicating a strong positive relationship between awareness of historical cultural heritage and academic performance, with a Spearman's rho coefficient of 0.80294. This suggests that there is a significant impact of awareness of historical cultural heritage on academic performance. That is an increase in Awareness of Historical Cultural Heritage(AHCH) will lead to an increase in Academic Performance in History (TWP).The significance level of 0.00319 at a 0.05 significance level further supports the rejection of the null hypothesis, indicating that there is indeed a significant impact of awareness of historical cultural heritage on academic performance.

2. Null Hypothesis (H₀): There is no significant correlation between moderate awareness of historical cultural heritage and academic performance

Table 5: Results of Correlation between Moderate Awareness of Historical Cultural Heritage and Academic Performance in History Class

| Correlation | | | | |
|-----------------------|----------------------|-------------------------|--------------------|----------------------|
| | | | Moderate Awareness | Academic Performance |
| Spearman's rho | Moderate Performance | Correlation Coefficient | 1 | 0.5203* |
| | | Sig.(2-tailed) | | . 0.020519 |
| | | N | 8 | 8 |
| | Academic Performance | Correlation Coefficient | 0.5203* | 1 |
| | | Sig.(2-tailed) | . 0.020519 | |
| | | N | 8 | 8 |

Correlation is significant at the 0.05 level (2-tailed).

Based on the given correlation results, we reject the null hypothesis (H₀) that there is no significant correlation between moderate awareness of historical cultural heritage and academic performance. The Spearman's rho correlation coefficient of 0.5203 with a p-value of 0.020519 indicates a moderate positive correlation between the two variables. This implies that as individuals have a moderate awareness of historical cultural heritage, their academic performance tends to improve. The correlation is deemed significant at the 0.05 level, suggesting that there is a statistically significant relationship between the two factors.

3. Null Hypothesis (H₀): There is no significant correlation between low awareness of historical cultural heritage and academic performance

Table 6: Results of Correlation between Low Awareness of Historical Cultural Heritage and Academic Performance in History Class

| Correlation | | | | |
|-----------------------|----------------------|-------------------------|---------------|----------------------|
| | | | Low Awareness | Academic Performance |
| Spearman's rho | Low Awareness | Correlation Coefficient | 1 | 0.19930* |
| | | Sig.(2-tailed) | | . 0.070519 |
| | | N | 8 | 8 |
| | Academic Performance | Correlation Coefficient | 0.19930* | 1 |
| | | Sig.(2-tailed) | 0.070519 | |
| | | N | 8 | 8 |

Correlation is significant at the 0.05 level (2-tailed).

The correlation coefficient between low awareness of historical cultural heritage and academic performance is 0.3993, with a p-value of 0.070519. This suggests that there is a weak positive correlation between low awareness of historical cultural heritage and academic performance. However, since the p-value is greater than 0.05, we fail to reject the null hypothesis, which states that there is no significant correlation between low awareness of historical cultural heritage and academic performance.

E. Discussion

Based on the results presented in Table 1, it is evident that the level of awareness of historical cultural heritage among secondary school students in the history class is generally positive. The mean scores for all the statements related to awareness of historical cultural heritage are above the cut-off point of 2.50, indicating that students have a good understanding and appreciation of their cultural heritage.

Specifically, students show awareness of the significance of historical sites and artifacts in their culture, the importance of studying historical cultural heritage for understanding present society, and the value of preserving and passing down cultural traditions. They also demonstrate knowledge about local historical figures and events, as well as the significant historical events that have shaped their cultural heritage. Additionally, students recognize the importance of historical cultural heritage in building a sense of identity and belonging.

Overall, these findings suggest that secondary school students in the history class have a satisfactory level of awareness of historical cultural heritage, which is crucial for fostering a sense of pride, appreciation, and connection to their cultural roots. Further research and initiatives could focus on enhancing this awareness and deepening their understanding of the historical significance of their cultural heritage

The findings suggest that incorporating historical knowledge into studies, studying historical events and figures, and being aware of historical heritage have a positive impact on academic performance. Participants agreed that historical awareness improves critical thinking skills, motivation to learn, and engagement in academic subjects. Additionally, appreciating historical heritage encourages further exploration of related subjects and enhances academic experiences when visiting historical sites or museums.

These results align with previous studies conducted by Srivastava (2015) who researched the historical cultural heritage awareness of students at the university level according to different variables. The findings of this current study is also consistent with the findings of a study conducted by Ahmed (2017), his study conducted at Hail University in Saudi Arabia aimed to assess students' awareness of national heritage, the role of schools in enhancing that awareness, student satisfaction with the school's efforts, and the influence of family on personal interest in local heritage, he found out that there is a statistically significant relationship between the place of residence and the perception of the level of awareness of the importance of the national heritage. The average mean score of the current study which is 3.09125 indicates a generally positive perception of the impact of historical knowledge on academic performance among the participants.

Overall, these findings highlight the importance of incorporating historical cultural heritage into education to enhance critical thinking skills, motivation, and overall academic performance. This study provides valuable insights into the benefits of historical awareness in academic settings.

The results of the correlation analysis presented in Table 4 indicate a strong positive relationship between high awareness of historical cultural heritage and academic performance in history class. The Spearman's rho correlation coefficient of 0.80294 suggests a significant and positive correlation between these two variables.

Table 6 the findings suggest that there may be some degree of association between low awareness of historical cultural heritage and academic performance, but it is not strong enough to be considered significant at the 0.05 level. Further research with a larger sample size may be needed to confirm or refute the relationship between these variables.

This finding of this present study is supported by previous studies (Okuyucu and Somuncu, 2012; Çengelci, 2012; Kılcan and Akbaba 2013). Understanding and appreciating historical cultural heritage can provide students with a context that enhances their comprehension and engagement with historical content, leading to better performance in history classes.

V. CONCLUSION

In conclusion, the assessment of awareness of historical cultural heritage on the academic performance of secondary students in the history class of the Federal Capital Territory underscores the significant positive relationship between a high awareness of historical cultural heritage and academic performance. The findings emphasize the importance of integrating historical cultural heritage into education to boost critical thinking skills, motivation, and overall academic achievement. The study offers valuable insights into the advantages of historical awareness in educational environments. The strong positive correlation revealed by the Spearman's rho coefficient of 0.80294 signifies the noteworthy impact of historical cultural heritage awareness on student performance. Ultimately, the study affirms that students in the history class exhibit a commendable level of awareness and appreciation for historical cultural heritage.

VI. RECOMMENDATIONS

1. Government through the Ministry of education should stress the teaching of History in schools not only in the Arts and Humanities departments but across subject disciplines to allow students know their cultural heritage
2. Schools should implement interactive lessons that incorporate historical cultural heritage to enhance student engagement and critical thinking skills.
3. Teachers of History should be organize regular site visitation in their instructional delivery process. Visits to sites or museums etc. will provide students with hands-on learning experiences related to cultural heritage hence improving performance..
4. Teachers of the subject should encourage the use projects, discoveries and such other student centred teaching approaches in History classes. This will deepen students understanding and appreciation of the subject.
5. Teachers should utilize available resource including resource persons in promoting effective teaching and learning of History

VII. REFERENCES

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