FACTORS AFFECTING STUDENTS' PERFORMANCE IN VALUATION COURSES AMONG SELECTED UNIVERSITIES IN OSUN STATE, NIGERIA

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ABSTRACT

Many university students view valuation as a challenging course, which contributes to the course's high failure rate compared to other Estate Management courses. Therefore, this study evaluated the factors affecting students' performance in valuation courses in the selected universities in Osun state, Nigeria. The study focused on three universities such as Obafemi Awolowo University, Osun State University, and Joseph Ayo Babalola University. 341 students participated in this study while descriptive statistics and Factor Analysis were used to analysed the data. The results revealed that factors such as lecturers' teaching approach and personality, students' perspective and dedication, students' demographic and socioeconomic background, available learning facilities and force majeure were significant that contributed to students' performance in property valuation in the study area. The study concluded all factors form part determinants of students' performance in property valuation in the study area. It was recommended that there is a need for valuation lecturers to consistently evolve to current trends in our learning space if cutting-edge and high-performing students will be raised to meet global standards.

Keywords: Valuation course, students' performance, universities, determinant factors

1.0   INTRODUCTION

Property Valuation as a course in estate management was established in Europe in the mid-eighteenth century over the years, there has always been the concept of property ownership and land acquisition which gave rise to the ever-increasing number of ownership and interest in land and landed properties. Property valuation is often regarded as the backbone of the Estate Management profession in Nigeria since it is one of the major areas of real estate practice that has stood the test of time by not being influx by other professionals from other fields.

In academia, one of the areas that are often tagged difficult in Estate Management by students is the Property Valuation Course. It is observed that many factors contribute to students' performance in their academics one of which is the students' attitude in learning. A good grasp of the attitude of students especially to individual courses is essential in supporting and helping students develop interest in the courses where students' attitudes and performance are relatively poor. Key (2006) buttressed this point by agreeing that the attitude of students can contribute to their academic achievement. Adesoji (2008) listed factors such as method

of teaching, teachers' attitude to the course, parents' influence, gender, age, students' cognitive styles, career interest, and general perception of the course as having an impact on the student's attitude to a particular course. It is also possible that students' attitudes are affected by the changing environment. There is therefore the need for teachers to attend workshops, seminars, or refresher courses that will improve their knowledge and the quality of their skills (Nwachukwu, 1995). There is also the need for enhanced education and knowledge on the new challenges of globalization for professionals in the built environment, valuers inclusive.

The motivation for this study is premised on the need to examine Property Valuation course delivery skills and students' performance, as many students nowadays are losing interest in the science-related fields especially those that require many calculations. This is alarming because the future generation needs future communities that are smart and good in analytical skills in which mathematical skills are a prerequisite. Arguably, property valuation is a sensitive aspect of the real estate profession. Therefore, this study appraises the service to provide the way forward to the delivery skills of property valuation courses and students' performance in Nigeria.

Property valuation plays a crucial role in the real estate market, providing buyers, sellers, and investors with an estimate of a property's worth. Many university students view valuation as a challenging course, which contributes to the course's high failure rate compared to other Estate Management courses. Udo (2003) describes Property Valuation as an exercise involving the use of the mathematical model to provide an objective answer on how a group of investors (representing the market) assess the present value of a property.

Baum and Mackmin (1989) Also submitted that Property valuation requires careful consideration of several variables before figures can be substituted in mathematical formulas or models that represent real-life situations. Many students gain admission to study estate management in tertiary institutions without the background knowledge of what the course is all about, while some lecturers lack practical experience in the field of valuation, while others cannot motivate students (Gambol et, al 2012).

Many students in tertiary institutions simply read to pass exams in valuation courses without in-depth knowledge of the subject, and as a result, they are usually content with whatever grade they earn in their courses, particularly in subjects like valuation that are perceived as difficult by many. They are frequently unaware of the ramifications of their incapacity to comprehend practical use in the built world.

Stromquist (2007) demonstrated that students increasingly view university education as a means to an end, rather than as an opportunity to broaden their knowledge of the world. Additionally, fear contributes to the high failure rate among students enrolled in some unusual courses, such as valuation. The typical pattern is for lower-level students to regard the course as difficult and confusing merely because they frequently hear higher-level students complain about their performance in the course. It is against this backdrop; therefore,

this study is to examine the factors affecting the performance of students in real estate valuation courses at the selected Universities in Osun state. This study seeks to answer the following specific questions. What are the factors affecting the performance of students in real estate valuation courses at the selected Universities in Osun state? This study is limited to three tertiary educational institutions in Osun State such as Obafemi Awolowo University, Ile Ife (Federal Government ownership); Osun State University, Osogbo (State Government ownership); Joseph Ayo Babalola University, Ikeji-Arakeji (Privately owned). The three universities were chosen because they have been offering courses in Estate Management for more than five (5) years. The students in focus are the 200 to 500-level students in the Universities who were considered suitable for the study because having been tutored in Property Valuation Courses at various levels of academic years.

PROPERTY VALUATION

The property valuation process is essential to the completion of any real estate transaction. It provides advice on buying and selling, as well as assistance in making decisions regarding lending. Before the 1950s, the concept of property worth did not even exist in Nigeria. Property evaluations were necessary for colonial Nigeria for a variety of socioeconomic reasons, including the purchase of mortgage instruments, the development of land, and the sale of property (Ogunba, 2013). NIESV is an acronym that stands for the Nigeria Institution of Estate Surveyors and Valuers. It was founded in 1969 to coordinate training and ethical behavior, but 1975 was the year that the Nigerian Estate Surveyor and Valuer Registration Board gave the institution its seal of approval. (ESVARBON). Land valuation and surveying in Nigeria are both governed by the Board (NIESV, 2008). The process of valuation is an essential part of the estate management curriculum taught at universities, polytechnics, and other types of technical schools in Nigeria. It emphasizes all aspects of decision-making that are related to the cultivation, administration, and usage of land resources. According to Akinsola (2013), "valuation" is defined as the process of estimating the value of real estate and land. Because valuation is a tool for making decisions in real estate transactions, the assessments of land values made by practitioners need to be consistent and trustworthy. The goal of a valuation is to ascertain a property's current market value, which may be thought of as the price at which it is most likely to be sold in a competitive market. Businesses, government agencies, individuals, investors, and mortgage lenders all use valuation reports as part of their decision-making process when it comes to real estate.

Amidu (2011) explored the relationship between learning approaches, the stages of reflective thinking, and the academic performance of real estate students. Specifically, the study attempts to explore the causal effects of students learning approaches and reflective thinking on academic performance in property valuation. The descriptive and linear structural model was employed in analyzing the data. From the study, students who adopted a surface approach and habitual action to learning tend to have lower academic performance Reflection

and critical reflection are determined by a deep approach to learning while students who are critical and reflective are not necessarily rewarded in terms of marks.

Huffman (2011) examined student performance in an Undergraduate Advanced Real Estate Course by juxtaposing performance in Real Estate. This research offers support for the conclusion that student characteristics including motivation and certain course structure variables can affect the grades in undergraduate, advanced real estate courses. An examination of Wald statistics, although not definitive, indicates that student prior achievement (in this analysis, CGPA, generally assumed to serve as a proxy for student motivation), may be the most important factor in determining student achievement in the REIF course. Class size, ethnicity, transfer status, gender, the percentage of males in the class, class level, and the number of meetings per week may also play a role in increasing the probability of achieving higher scores.

Newell and Mallik (2011) investigated the relative importance of a wide range of academic and personal variables that may impact student performance in a property degree. Using a multi-year data set over 2006–2010, regression analysis (OLS) and quantile regression analysis were used to quantify the marginal learning effects of specific variables, including mathematics background. This issue is assessed at the overall property student performance level (Grade Point Average (GPA) on completion of property degree). Lee and Mallik (2015) provided an empirical investigation into the impact of individual student characteristics on academic achievement through an online undergraduate property program. Using a multi-year data set over 2007–2012, the results from our OLS regressions show that there is a significant positive association between university entry scores and academic achievement in an online undergraduate property program. In addition, student performance is significantly related to age and the grades that the students receive in two core knowledge subjects (Accounting Information for Managers and Statistics for Business).

Peter et.al (2016) analysed gender differences in the class of the degree attained by students at Covenant University, a private university in the south western part of Nigeria. The sample was a cohort of 100 real estate students (37 females and 63 females) enrolled in 2011–2015. The study argued that female students tend to attain higher academic success because they were more focused and placed more importance on education than male students, the study concluded that the negative perception that real estate discipline required less academic rigor was the principal reason for the poor academic performance of male students. Ayodele et al. (2016) investigated the academic performance of 152 students attending schools in south western Nigeria with a concentration in real estate. The performance was analysed using factor analysis. According to the findings of multivariate analysis, three factors were responsible for the overall variance in the academic attainment of students. The first factor that accounted for 16.50 percent of the variance was the instructional approaches, as well as the abilities and attitudes of the lecturers. There was a 13.83 percent variance that might be attributed to personal and family characteristics. The overall variation in academic

achievement among students majoring in real estate can be attributed to teaching and evaluation to the extent of 66.68 percent.

2.0.   MATERIAL AND METHODS

Survey research was applied in this study since the researcher would be able to acquire a representative sample of the opinions held by the target population without having to manipulate the variables being studied. The population for this study consisted of all the students of the Estate Management Department from 200-500 level of three (3) Universities in Osun State such as Obafemi Awolowo University, Osun State University, and Joseph Ayo Babalola University. This population table is presented in Table 1.

Table 1: Population Figure in each of the selected Institutions

Institutions	Number of Students in the Estate Management Department				Total
	200 Level	**300 Level**	**400 Level**	**500 Level**	
Obafemi Awolowo University, Ile-Ife	52	76	71	48	**247**
Osun State University, Osun State	20	22	20	14	**76**
Joseph Ayo Babalola University, Ikeji-Arakeji, Osun State	18	17	18	18	**71**
Total	**90**	**115**	**109**	**80**	**394**

Source: Academic Affairs/Academic Planning Units of each of the institutions (2022)

The census method was used for the 3 universities. This was used because the census method attempts to gather information about every member of the population especially when the population is not too large. Both primary and secondary methods of data collection were employed. The primary method was used through administering a close-ended questionnaire to the respondents. Secondary data was used to obtain information about the results of students to know the performance of students in property valuation courses in the selected universities. The study employed Descriptive statistical and factor analysis as a method of data analysis.

Table 2: Number of Questionnaires Administered and Retrieved

S/N	Target Population	Questionnaire Administered	Questionnaire Retrieved	Total (%)
1	Obafemi Awolowo University	247	211	85.4
2	Osun State University	76	62	81.6
3	Joseph Ayo Babalola University	71	68	95.8
Total		**394**	**341**	**86.5**

Source: Field Survey, 2022

Table 2 reveals the response rate of the questionnaire administered and retrieved. The response rate from the students in Obafemi Awolowo University was 85.4%. The response rate from the students at Osun State University was 81.6% while that of Joseph Ayo Babalola University was 95.8%. Thus, making a total average response of 86.5% which is a high success rate of response.

RELIABILITY TEST
Cronbach's alpha was used to measure the internal consistency of the data collected through the questionnaire. The test conducted is revealed in Table 3.

Table 3: Reliability Test of Respondent

Variables	Cronbach's Alpha	Number of items
Factors affecting students' performance in property valuation courses in the study area	0.781	22

Source: Field Survey, 2022

Table 3 shows the result of the reliability test conducted on the questionnaires administered to Estate Management Students in the study area. The table shows the result of the reliability test conducted on the factors affecting students' performance in property valuation courses in the study area with a Cronbach's alpha value of 0.781.

3.0   RESULTS
3.1   DEMOGRAPHIC INFORMATION OF RESPONDENTS
       The demographic information of the students in the study area is provided in Table 4.

Table 4: Demographic Information of Students across the Study Area

Variables	OAU Frequency (%)	OSU Frequency (%)	JABU Frequency (%)	Total Frequency (%)
Gender				
Male	152 (71.9%)	41 (65.7%)	48 (70.8%)	**241(70.6%)**
Female	59(28.1%)	21 (34.3%)	20 (29.2%)	**100 (29.4%)**
Academic level				
200 level	41 (19.3%)	12 (20%)	21 (31.6%)	**75 (21.9%)**
300 level	69 (32.9%)	18 (28.6%)	14 (20.3%)	**101 (29.6%)**
400 level	60 (28.5%)	18 (28.6%)	16 (22.8%)	**93 (27.4%)**
500 level	41 (19.3%)	14 (22.8%)	17 (25.3%)	**72 (21.1%)**
Age				
Less than 20 yrs	30 (14.4%)	9 (14.3%)	18 (26.6%)	**57 (16.8%)**
20 – 30 years	173 (81.9%)	48 (77.1%)	38 (55.7%)	**259 (75.9%)**
Above 30 years	8 (3.7%)	5 (8.6%)	12 (17.7)	**25 (7.3%)**
Marital status				
Single	203 (96%)	60 (97.1%)	55 (81%)	**318 (93.2%)**
Married	8 (4%)	2 (2.9%)	13 (19%)	**23 (6.8%)**
Tribe/Ethnic				
Yoruba	187 (88.8%)	51 (82.9%)	44 (64.6%)	**283 (82.9%)**
Hausa	3 (1.2%)	0 (0%)	1 (1.3%)	**3 (1%)**
Igbo	10 (4%)	4 (7.1%)	9 (13.9%)	**22 (6.5%)**
Others	11 (6%)	7 (10%)	14 (20.2%)	**33 (9.5%)**
Religion				
Christianity	125 (59.4%)	33 (52.9%)	68 (100%)	**226 (66.3%)**
Islam	74 (34.9%)	26 (41.8%)	0 (0%)	**99 (29.1%)**
Traditional	8 (4%)	3 (4.3%)	0 (0%)	**11 (3.3%)**
Others	4 (1.7%)	0 (0%)	0 (0%)	**5 (1.3%)**

Source: Field Survey, 2022

Table 5 presents the summary of the demographic information of the respondents in the study area. The table revealed that across the three study areas, the male gender constituted a larger percentage of the students studying Estate Management in the study area constituting 70.6% while the female constituted 29.4% of respondents. Hence, the result is not gender biased in opinions. Also, 75.9% of the respondents are between 20 – 30 years of age, 7.3% are above 30 years and only 16.8% are below 20 years. This indicates that the levels of maturity in reckoning with a high sense of judgment and decision-making power of the respondents can be trusted about the study.

Also, only 21.9% of respondents are in 200 levels; 29.6%, 27.4%, and 21.1% are in 300 levels, 400 levels, and 500 levels respectively. This indicates that a larger percentage of the respondents are well acquitted with the subject matter of this research topic, as they have offered several Valuation courses.

Finally, Yoruba is the dominant ethnic group consisting of 82.9% of the respondents. However, other ethnic groups are also represented in the study. Also, Christianity is revealed to be the

dominant religion across the study area consisting of an average of 66.3%. However, other religions are well represented in the study area as Islam constitutes 29.1%, Traditionalist and others constitute 3. 3% and 1.3% respectively. Hence it can be justified that the study is not biased about religion or ethnic group.

3.2   PERFORMANCE OF STUDENTS IN PROPERTY VALUATION COURSES

The performance and the grades of Property Valuation Courses were obtained from their respective Universities. The last released results were collected from the three universities constituting the study area are provided in Table 5. The overall best and worst performance analysis in Valuation Courses was obtained from the students as revealed in Table 6.

Table 5: Last Performance in Property Valuation Courses

Valuation Course/Grade	OAU Frequency (%)	OSU Frequency (%)	JABU Frequency (%)	Total Frequency (%)
Introduction to Valuation I				
A (70 & above)	6 (11.5%)	0 (0%)	1 (5.5%)	**7 (7.8%)**
B (60 – 69)	12 (23%)	4 (20%)	3 (16.7%)	**19 (21.1%)**
C (50 – 59)	28 (54%)	5 (25%)	0 (0%)	**33 (36.7%)**
D (45 – 49)	4 (7.7%)	8 (40%)	13 (72.3%)	**25 (27.8%)**
E (40 – 44)	2 (3.8%)	2 (10%)	0 (0%)	**4 (4.4%)**
F (39 & below)	0 (0%)	1 (5%)	1 (5.5%)	**2 (2.2%)**
Total	**52 (100%)**	**20 (100%)**	**18 (100%)**	**90 (100%)**
Introduction to Valuation II				
A (70 & above)	13 (20.3%)	8 (40%)	1 (5.5%)	**22 (21.6%)**
B (60 – 69)	13 (20.3%)	8 (40%)	3 (16.7%)	**24 (23.5%)**
C (50 – 59)	8 (12.5%)	3 (15%)	0 (0%)	**11 (10.8%)**
D (45 – 49)	3 (4.7%)	1 (5%)	13 (72.3%)	**17 (16.7%)**
E (40 – 44)	20 (31.2%)	0 (0%)	0 (0%)	**20 (19.6%)**
F (39 & below)	4 (6.3%)	0 (0%)	1 (5.5%)	**5 (4.9%)**
Null	3 (4.7%)			**3 (2.9%)**
Total	**64 (100%)**	**20 (100%)**	**18 (100%)**	**102 (100%)**
Principles of Valuation I				
A (70 & above)	19 (25%)	1 (4.5%)	4 (33.3%)	**24 (21.8%)**
B (60 – 69)	14 (18.5%)	0 (0%)	4 (33.3%)	**18 (16.4%)**
C (50 – 59)	19 (25%)	2 (9.1%)	0 (0%)	**21 (19.1%)**
D (45 – 49)	3 (3.9%)	1 (4.5%)	0 (0%)	**4 (3.6%)**
E (40 – 44)	18 (23.7%)	15 (68.3%)	3 (25%)	**36 (32.7%)**
F (39 & below)	3 (3.9%)	3 (13.6%)	1 (8.3%)	**7 (6.4%)**
Total	**76 (100%)**	**22 (100%)**	**12 (100%)**	**110 (100%)**
Principles of Valuation II				
A (70 & above)	2 (2.9%)	4 (20%)	4 (23.5%)	**10 (9.4%)**

B (60 – 69)	16 (23.2%)	5 (25%)	3 (17.6%)	**24 (22.6%)**
C (50 – 59)	21 (30.4%)	8 (40%)	6 (35.3)	**35 (33%)**
D (45 – 49)	12 (17.4%)	3 (15%)	0 (0%)	**15 (14.2%)**
E (40 – 44)	17 (24.6%)	0 (0%)	3 (17.6%)	**20 (18.9%)**
F (39 & below)	1 (1.5%)	0 (0%)	1 (5.9%)	**2 (1.9%)**
Total	**69 (100%)**	**20 (100%)**	**17 (100%)**	**106 (100%)**

Advanced Valuation I				
A (70 & above)	12 (25%)	0 (0%)	10 (55.5%)	**22 (27.8%)**
B (60 – 69)	13 (27.1%)	3 (23.1%)	4 (22.2%)	**20 (25.3%)**
C (50 – 59)	17 (35.3%)	6 (46.2%)	3 (16.7%)	**26 (32.9%)**
D (45 – 49)	3 (6.3%)	2 (15.4%)	0 (0%)	**5 (6.3%)**
E (40 – 44)	3 (6.3%)	2 (15.4%)	1 (5.6%)	**6 (7.6%)**
F (39 & below)	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**
Total	**48 (100%)**	**13 (100%)**	**18 (100%)**	**79 (100%)**
Advanced Valuation II				
A (70 & above)	10 (20.8%)	3 (21.4%)	12 (66.7%)	**25 (31.3%)**
B (60 – 69)	15 (31.3%)	5 (35.7%)	3 (16.7%)	**23 (28.8%)**
C (50 – 59)	17 (35.4%)	2 (14.3%)	2 (11.1%)	**21 (26.2%)**
D (45 – 49)	2 (4.2%)	1 (7.1%)	0 (0%)	**3 (3.7%)**
E (40 – 44)	4 (8.3%)	3 (21.4%)	1 (5.6%)	**8 (10%)**
F (39 & below)	0 (0%)	0 (0%)	0 (0%)	**0 (0%)**
Total	**48 (100%)**	**14 (100%)**	**18 (100%)**	**80 (100%)**

Source: Examination Results Database as obtained from the Estate Department in the Study Area

From Table 5, in Introduction to Valuation I, Obafemi Awolowo University student's performance is as follows; 11.5% had **A** (70 & above); 23% had **B** (60 – 69); 54% had **C** (50 – 59); 7.7% had **D** (45 – 49); 3.8% had **E** (40 – 44) and none (0%) had **F** (39 & below). This indicates that a larger percentage of the 200-level students (54%) had **C** (50 – 59). Among Osun State University students; none (0%) had **A** (70 & above); 20% had **B** (60 – 69); 25% had **C** (50 – 59); 40% had **D** (45 – 49); 10% had **E** (40 – 44) and (5%) had **F** (39 & below). This indicates that a larger percentage of the 200-level students (40%) had **D** (45 – 49). Amongst Joseph Ayo Babalola University students, 5.5% had **A** (70 & above); 16.7% had **B** (60 – 69); 0% had **C** (50 – 59); 72.3% had **D** (45 – 49); 0% had **E** (40 – 44) and none 5.5% had **F** (39 & below). This indicates that a larger percentage of the 200-level students (72.3%) had **D** (45 – 49). Finally, the overall performance across the study area revealed that **C** (50 – 59) is the dominant grade in the study area consisting of 36.7%.

In Introduction to Valuation II, Obafemi Awolowo University students' performance is as follows; 20.3% had **A** (70 & above); 20.3% had **B** (60 – 69); 12.5% had **C** (50 – 59); 4.7% had **D** (45 – 49); 31.2% had **E** (40 – 44) and 6.30% had **F** (39 & below). This indicates that

a larger percentage of the 200-level students (31.2%) had **E** (40 – 44). Among Osun State University students; 40% had **A** (70 & above); 40% had **B** (60 – 69); 15% had **C** (50 – 59); 5% had **D** (45 – 49); 0% had **E** (40 – 44) and 0% had **F** (39 & below). This indicates that a larger percentage of the 200-level students (40%) had **A** (70 & above) and**B** (60 – 69). Amongst Joseph Ayo Babalola University students, 5.5% had **A** (70 & above); 16.7% had **B** (60 – 69); 0% had **C** (50 – 59); 72.3% had **D** (45 – 49); 0% had **E** (40 – 44) and 5.5% had **F** (39 & below). This indicates that a larger percentage of the 200-level students (72.3%) had **D** (45 – 49). Finally, the overall performance across the study area revealed that **B** (60 – 69) is the dominant grade in the study area consisting of 23.5%.

In Principles of Valuation I, Obafemi Awolowo University students' performance is as follows; 25% had **A** (70 & above); 18.5% had **B** (60 – 69); 25% had **C** (50 – 59); 3.9% had **D** (45 – 49); 23.7% had **E** (40 – 44) and 3.9% had **F** (39 & below). This indicates that a larger percentage of the 300-level students (31.2%) had **A** (70 & above) and **C** (50 – 59). Among Osun State University students; 4.5% had **A** (70 & above); 0% had **B** (60 – 69); 9.1% had **C** (50 – 59); 4.5% had **D** (45 – 49); 68.3% had **E** (40 – 44) and 13.6% had **F** (39 & below). This indicates that a larger percentage of the 300-level students (68.3%) had **E** (40 – 44). Amongst Joseph Ayo Babalola University students, 33.3% had **A** (70 & above); 33.3% had **B** (60 – 69); 0% had **C** (50 – 59); 0% had **D** (45 – 49); 25% had **E** (40 – 44) and 8.3% had **F** (39 & below). This indicates that a larger percentage of the 300-level students (33.3%) had **A** (70 & above) and **B** (45 – 49). Finally, the overall performance across the study area revealed that **E** (40 – 44) is the dominant grade in the study area consisting of 32.7%.

In Principles of Valuation II, Obafemi Awolowo University students' performance is as follows; 2.9% had **A** (70 & above); 23.2% had **B** (60 – 69); 30.4% had **C** (50 – 59); 17.4% had **D** (45 – 49); 24.6% had **E** (40 – 44) and 1.5% had **F** (39 & below). This indicates that a larger percentage of the 300-level students (30.4%) had **C** (50 – 59). Among Osun State University students; 20% had **A** (70 & above); 25% had **B** (60 – 69); 40% had **C** (50 – 59); 15% had **D** (45 – 49); 0% had **E** (40 – 44) and 0% had **F** (39 & below). This indicates that a larger percentage of the 300-level students (40%) had **C** (50 – 59). Amongst Joseph Ayo Babalola University students, 23.5% had **A** (70 & above); 17.6% had **B** (60 – 69); 35.3% had **C** (50 – 59); 0% had **D** (45 – 49); 17.6% had **E** (40 – 44) and 5.9% had **F** (39 & below). This indicates that a larger percentage of the 300-level students (35.3%) had **C** (50 – 59). Finally, the overall performance across the study area revealed that **C** (50 – 59) is the dominant grade in the study area consisting of 33%.

In Advanced Valuation I, Obafemi Awolowo University students' performance is as follow; 25% had **A** (70 & above); 27.1% had **B** (60 – 69); 35.3% had **C** (50 – 59); 6.3% had **D** (45 – 49); 6.3% had **E** (40 – 44) and 0% had **F** (39 & below). This indicates that a larger percentage of the 500-level students (35.3%) had **C** (50 – 59). Among Osun State University students; 0% had **A** (70 & above); 23.1% had **B** (60 – 69); 46.2% had **C** (50 – 59); 15.4% had **D** (45 – 49); 15.4% had **E** (40 – 44) and 0% had **F** (39 & below). This indicates that a larger

percentage of the 500-level students (46.2%) had **C** (50 – 59). Amongst Joseph Ayo Babalola University students, 55.5% had **A** (70 & above); 22.2% had **B** (60 – 69); 16.7% had **C** (50 – 59); 0% had **D** (45 – 49); 5.6% had **E** (40 – 44) and 0% had **F** (39 & below). This indicates that a larger percentage of the 500-level students (55.5%) had **A** (70 & above). Finally, the overall performance across the study area revealed that **C** (50 – 59) is the dominant grade in the study area consisting of 32.9%.

In Advanced Valuation II, Obafemi Awolowo University students' performance is as follows; 20.8% had **A** (70 & above); 31.3% had **B** (60 – 69); 35.4% had **C** (50 – 59); 4.2% had **D** (45 – 49); 8.3% had **E** (40 – 44) and 0% had **F** (39 & below). This indicates that a larger percentage of the 500-level students (35.4%) had **C** (50 – 59). Among Osun State University students; 21.4% had **A** (70 & above); 35.7% had **B** (60 – 69); 14.3% had **C** (50 – 59); 7.1% had **D** (45 – 49); 21.4% had **E** (40 – 44) and 0% had **F** (39 & below). This indicates that a larger percentage of the 500-level students (35.4%) had **C** (50 – 59). Amongst Joseph Ayo Babalola University students, 66.7% had **A** (70 & above); 16.7% had **B** (60 – 69); 11.1% had **C** (50 – 59); 0% had **D** (45 – 49); 5.6% had **E** (40 – 44) and 0% had **F** (39 & below). This indicates that a larger percentage of the 500-level students (66.7%) had **A** (70 & above). Finally, the overall performance across the study area revealed that **C** (50 – 59) is the dominant grade in the study area consisting of 31.3%.

Table 6: Best and Worst Performance of Students in Property Valuation Courses

Grade	Best Grade in Valuation Courses	Worst Grade in Valuation Courses
A (70 & above)	112 (32.8%)	28 (8.2%)
B (60 – 69)	78 (22.9%)	32 (9.4%)
C (50 – 59)	51 (15%)	106 (31.1%)
D (45 – 49)	52 (15.2%)	78 (22.9%)
E (40 – 44)	41 (12%)	55 (16.1%)
F (39 & below)	7 (2.1%)	42 (12.3%)
Total	**341 (100%)**	**341 (100%)**

Source: Field Survey, 2022

The last results in Valuation Courses as revealed in Table 6, there is a tendency that the best or worst results of the students are not as revealed in their last Valuation course performance. The questionnaire provides an overall opinion stance based on their overall experience with Valuation Courses as revealed in Table 6.

Across the three Universities, 32.8% of the students have had an A (70 & above) in at least one Valuation course. However, 22.9% stated that their best grade ever is a B (60 – 69), 15% stated that their best grade ever is a C (50 – 59), 15.2% stated that their best grade is a D (45 – 49), 12% stated that their best grade is an E (40 – 44), while 2.1% stated that their best grade is a F (39 & below). This indicates that the most dominant best grades in Valuation courses are likely A (70 & above) consisting 32.8% and B (60 – 69) consisting 22.9%.

Also, across the study area, 8.2% of the students have had an A (70 & above) as their lowest grade in Valuation courses. 9.4% stated that their worst grade ever is a B (60 – 69), 31.1% stated that their worst grade ever is a C (50 – 59), 22.9% stated that their worst ever grade is a D (45 – 49), 16.1% stated that their worst ever grade is an E (40 – 44), while 12.3% stated that their worst ever grade is a F (39 & below). This indicates that the most dominant worst grades in Valuation courses revolve around C (50 – 59) consisting of 31.1% and D (45 – 49) consisting of 22.9% of the respondents.

3.3 FACTORS AFFECTING STUDENTS' PERFORMANCE IN PROPERTY VALUATION COURSES

Factor analysis was used to identify and understand the dimensionality of the factors affecting students' performance in the property valuation courses in the selected tertiary institutions. This is revealed in Table 7, Table 8, Table 9, and Figure 2.

Table 7: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.812
Bartlett's Test of Sphericity	Approx. Chi-Square	6757.476
	Df	231
	Sig.	.000

Source: Field Survey, 2022

Bartlett's test of sphericity and sampling adequacy are presented in Table 7 and shows that the chi-square of 6757.476 is significant at $p<0.000$ indicating that the sample used is adequate. Furthermore, the result of the KMO measure of sampling adequacy is 0.812 which is higher than the benchmark of 0.600 (Tabachnick & Fidell, 2007). This implies that the data is adequate and the factor analysis can proceed.
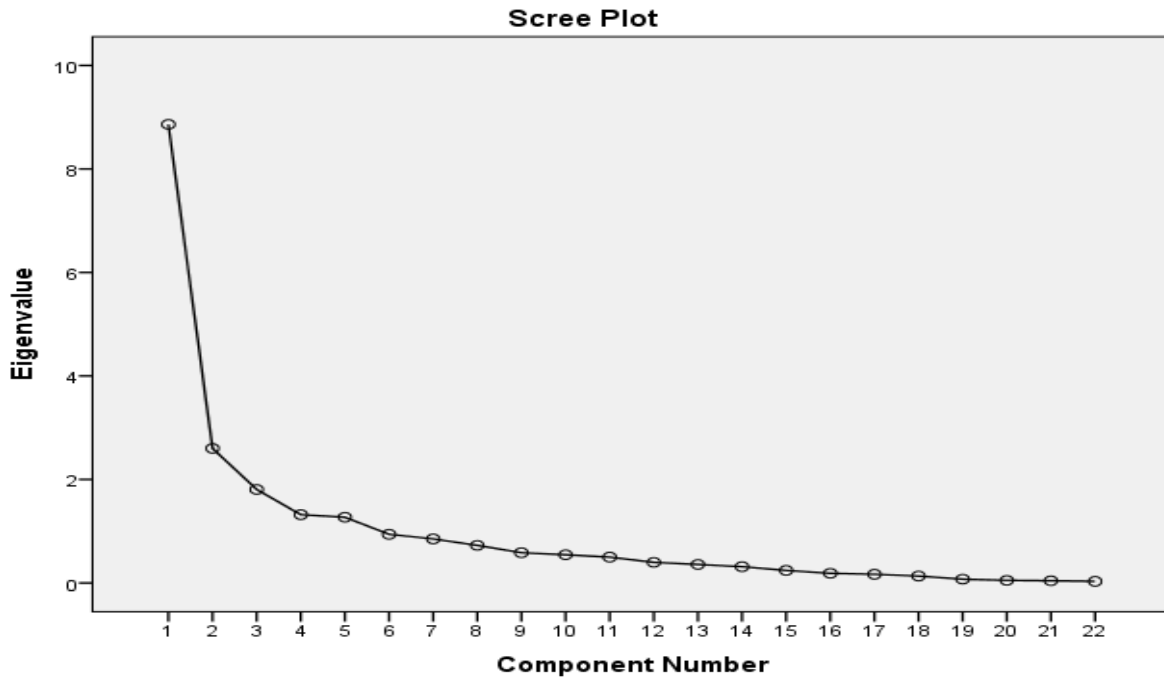
Figure 1: Screen plot for the component extraction on factors affecting students'
performance in property valuation courses in the study area

The screen plot function for the component extraction on factors affecting students' performance in property valuation courses in the study area is shown in Figure 3. The plot shows that a stable plateau was reached after the fifth factor. This justifies retaining 5 out of the 22 factors.

Table 8 lists the eigenvalues associated with each linear component before extraction, after extraction, and after rotation. Before extraction, 22 linear components were identified within the data set. The eigenvalue associated with each factor represents the variance explained by that particular linear component and this is reflected in the table in terms of the percentage of variance explained. The table further shows that 5 components were extracted under a 5.773eigen value minimum. The clustering of factors affecting Students' Performance in Property Valuation Courses in the Study Area is within the 5 components generated normalized cumulative sums of squared loading of 72.074. Component 1 contains 40.277% of the total variance, Component 2 contains 11.819% of the total variance, Component 3 contains 8.209% of the total variance, Component 4 contains 5.996% of the total variance and Component 5 contains 5.773% of the total variance.

Table 8: Total Variance Explained on Factors Affecting Students' Performance in Property Valuation Courses in the Study Area

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	8.861	40.277	40.277	8.861	40.277	40.277	8.218
2	2.600	11.819	52.096	2.600	11.819	52.096	2.810
3	1.806	8.209	60.306	1.806	8.209	60.306	2.845
4	1.319	5.996	66.301	1.319	5.996	66.301	2.678
5	1.270	5.773	72.074	1.270	5.773	72.074	1.476
6	.940	4.273	76.347				
7	.851	3.870	80.217				
8	.726	3.299	83.517				
9	.584	2.656	86.173				
10	.545	2.476	88.649				
11	.499	2.268	90.917				
12	.398	1.809	92.726				
13	.358	1.626	94.351				
14	.314	1.429	95.780				
15	.243	1.104	96.884				
16	.186	.847	97.731				
17	.168	.763	98.494				
18	.133	.607	99.101				
19	.073	.333	99.434				
20	.051	.230	99.664				
21	.044	.198	99.862				
22	.030	.138	100.000				

Extraction Method: Principal Component Analysis.
Source: Field Survey, 2022

Table 9: Rotated Component Matrix of the Factors Affecting Students' Performance in Property Valuation Courses in the Study Area

Factors	Component				
	1	**2**	**3**	**4**	**5**
Lecturers' Teaching Approach and Personality					
Teaching period	.835				
Mastery of subject and professional	.575				
Teacher's personality traits	.755				
Feedback from students	.602				
Course orientation and demands	.873				
Lecturer's attention to the overall wellbeing of students	.519				
Grading System	.627				
Students' Perspective & Dedication					
Students' interest in the course		.588			
Personal study and dedication		.687			
Group study and tutorial		.656			
Class attendance		.896			
Self-motivation and self-confidence		.523			
Students' Demographic and Socio-economic Background					
Gender			.627		
Family Income/Ethnic backgrounds			.834		
Secondary school grades/academic background			.840		
Marital status			.723		
Age of students			.750		
Available Learning Facilities					
Physical atmosphere of learning				.716	
Educational resources available to teachers and students				.533	
Sufficient workshop facilities				.873	
Force Majeure					
Health challenges					.886
Loss of family members and friends					.721

Extraction Method: Principal Component Analysis
Source: Field Survey, 2022

The results of the extracted components with associated variables driving factors affecting students' performance in property valuation in the study area are in Table 9. The principal component analysis revealed the presence of 5 components. Component 1 is comprised of 4 factors namely; Teaching period; Mastery of the subject and professional; Teacher's personality traits; Feedback from students; Course orientation and demands; Lecturer's attention to the overall well-being of students and Grading System. Based on the content of

the variables, the component was named Lecturers' Teaching Approach and Personality. Component 2 is comprised of 5 factors namely; Students' interest in the course; Personal study and dedication; Group study and tutorial; Class attendance; Self-motivation and self-confidence. Based on the content of the variables, the component was named Students' Perspective & Dedication. Component 3 is comprised of 5 factors namely; Gender; Family Income/Ethnic backgrounds; Secondary school grades/academic background; Marital status; and Age of students. Based on the content of the variables, the component was named Students' Demographic and Socio-economic Background. Component 4 is comprised of 3 factors namely; the Physical atmosphere of learning: Educational resources available to teachers and students; and sufficient workshop facilities. Based on the content of the variables, the component was named Available Learning Facilities. Component 5. It is comprised of 2 factors namely; Health challenges and loss of family members and friends. Based on the content of the variables, the component was named Force Majeure

4.0   DISCUSSION

For the 200 level students as revealed in Table 9, in Introduction to Valuation I, a larger percentage of Obafemi Awolowo University students (54%) had **C** (50 – 59). Among Osun State University students, a larger percentage of the students (40%) had a **D** (45 – 49) while amongst Joseph Ayo Babalola University students, a larger percentage of the students (72.3%) had a **D** (45 – 49). Hence, Obafemi Awolowo University students performed better in Introduction to Valuation I. Finally, the overall performance across the study area revealed that **C** (50 – 59) is the dominant grade in the study area consisting of 36.7%. Also, in Introduction to Valuation II, a larger percentage of Obafemi Awolowo University students (31.2%) had **E** (40 – 44). Among Osun State University students, a larger percentage (40%) each had **A** (70 & above); 40% had **B** (60 – 69), while amongst Joseph Ayo Babalola University students; a larger percentage of the students (72.3%) had **D** (45 – 49). Hence, Osun State University students performed better in Introduction to Valuation II. Finally, the overall performance across the study area revealed that **B** (60 – 69) is the dominant grade in the study area consisting of 23.5%.

For the 300 level students, in Principles of Valuation I, a larger percentage of Obafemi Awolowo University students had **A** (70 & above) and **C** (50 – 59), each having 31.2%. Among Osun State University students, a larger percentage of the students (68.3%) had **E** (40 – 44) while amongst Joseph Ayo Babalola University students, a larger percentage of the students (33.3%) had **A** (70 & above) and **B** (45 – 49). This implies that Joseph Ayo Babalola University students performed better in Principles of Valuation I. Finally, the overall performance across the study area revealed that **E** (40 – 44) is the dominant grade in the study area consisting of 32.7%. In Principles of Valuation II, a larger percentage of Obafemi Awolowo University students had a **C** (50 – 59). Among Osun State University students, a larger percentage of the students (40%) had **C** (50 – 59) while amongst Joseph Ayo Babalola University students; a larger percentage of the students (35.3%) had **C** (50 – 59). Hence, the

overall performance across the study area revealed that **C** (50 – 59) is the dominant grade for Principles of Valuation II, as this is the major grade across the three Universities.

For the 500-level student, in Advanced Valuation I, a larger percentage of Obafemi Awolowo University students (35.3%) had **C** (50 – 59). Among Osun State University students, a larger percentage of the students (46.2%) had **C** (50 – 59) while amongst Joseph Ayo Babalola University students, a larger percentage of the 500 level students (55.5%) had **A** (70 & above). Hence, Joseph Ayo Babalola University students performed better in Advanced Valuation I. Finally, the overall performance across the study area revealed that **C** (50 – 59) is the dominant grade in the study area. Also, in Advanced Valuation II, a larger percentage of Obafemi Awolowo University students (35.4%) had **C** (50 – 59). Among Osun State University students, a larger percentage of the students (35.4%) had **C** (50 – 59) while amongst Joseph Ayo Babalola University students, a larger percentage of the students (66.7%) had **A** (70 & above). Hence, Joseph Ayo Babalola University students performed better in Advanced Valuation II. Finally, the overall performance across the study area revealed that **C** (50 – 59) is the dominant grade in the study area consisting of 31.3%.

These findings are revealed that generally speaking, the student's performance in the first part of the Valuation course they are offered is outperformed by the second part; as this occurred in the average performance of each academic level. In Introduction to Valuation I, the average performance was a C (50 – 59) while in Introduction to Valuation II, the average performance was a B (60 – 69). In the same vein, in Principles of Valuation I, the average performance was an E (40 – 45) while in Principles of Valuation II, the average performance was a C (50 – 59). Similarly, in Advanced Valuation I, the average performance was a C (50 – 59) while in Advanced Valuation II, the average performance was an A (70 and above). This connotes the tendency of the students to have challenges when a new phase of the valuation course is introduced; however, as they progress in that phase, they tend to get better in their performance.

Also, from Table 10, the most dominant best grades in Valuation courses are A (70 & above) consisting 32.8%, and B (60 – 69) consisting 22.9% while the most dominant worst grades in Valuation courses revolve (50 – 59) consisting 31.1% and D (45 – 49) consisting 22.9% of the respondents. Also, 8.2% of the students hadan A (70 & above) as their lowest in a Valuation course and9.4% stated that their worst grade ever is a B (60 – 69) revealing a level of inconsistency in the performance of the students in Valuation courses, especially for those who had previously performance excellently well in it at one point in time. Hence there is a need to examine the factors influencing the performance of students in Valuation Courses.

From Table 9, the principal component analysis revealed the 5 groups affecting students' performance in property valuation courses. The most dominant group was named Lecturers' Teaching Approach and Personality. It comprises 7 factors namely; Teaching period; Mastery of the subject and profession; Teacher's personality traits; Feedback from

students; Course orientation and demands; Lecturer's attention to the overall well-being of students and the Grading System. This implies that the approach made by the lecturers on the Valuation courses and the way they approach the students is very germane to the performance of the students. This is in sync with the findings of (Osinski&Hernández, 2013) that **teachers' language of instruction, teachers' ability to teach the course**, teachers 'teachingassessment, and appropriate**,** simple, and practical examples.

The second most dominant group was named Students' Perspective & Dedication. It is comprised of 5 factors namely; Students' interest in the course; Personal study and dedication; Group study and tutorial; Class attendance; Self-motivation and self-confidence. This implies that the personal commitment and resilience of the students affect their performance in Valuation Courses. This is because many of the valuation concepts will be new to many of them and there is a tendency for their interest to dwindle especially when they are not yet getting it. So, the effort to be committed to understanding the courses is critical if students will perform well in valuation courses.

The third most dominant group was named Students' Demographic and Socio-economic Background. It is comprised of 5 factors namely; Gender; Family Income/Ethnic background; Secondary school grades/academic background; marital status; and Age of students. This reveals that to an extent, the background of the students can affect their academic performance. However, there are discrepancies about how some of these factors affect academic performance. Ayodele et al. (2016) affirmed that family history can play a significant role in the academic performance of students. Also, Peter et.al (2016) argued that female students tend to attain higher academic success because they are more focused and place more importance on education than male students. However, this can be controversial, as Mallik and Shankar (2016) found that male students performed better than female students. However, family background stability, stable academic background, and being unmarried will be an advantage for students who havethe right perspective towards and optimal dedication to excel in Valuation Courses.

The fourth group was named Available Learning Facilities:It is comprised of 3 factors namely; the Physical atmosphere of learning: Educational resources available to teachers and students; and sufficient workshop facilities. Ayeduso et.al (2001) noted that adequate workshop facilities and sufficient hand tools and materials contribute to effective teaching and will enhance the academic performance of students. In Nigeria, it is rampant to have more students above the available facilities. Hence, some may not even be privileged to hear the lectures delivered or even have access to other facilities that will enhance their intellectual development and academic performance. The fifth group was named Force Majeure. It is comprised of 2 factors namely; Health challenges and loss of family members and friends. The physical health challenge and other emotional hurts that can't be avoided can be hindrances to the performance of the students.

5.0 Conclusion

The factors affecting students' performance in property valuation courses in higher institutions were examined and it was established that determinant factors that affect students' performance include lecturers' teaching approach and personality, students' perspective and dedication, students' demographic and socioeconomic background, available learning facilities, and force majeure. This study also affirms that there is a need for valuation lecturers should consistently evolve to current trends in our learning space if cutting-edge and high-performing students will be raised to meet global standards.

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