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Effect of Class Attendance on Learners' Performance in History Subject in Selected Public Secondary Schools in Kayonza District, Rwanda

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Abstract

The research investigated the impact of class attendance on students' performance in the history subject in selected public secondary schools in Kayonza District, Rwanda. The study employed a descriptive and correlation design with a mixed approach, involving a population of 718 respondents, including 118 teachers and 600 students. Results revealed that 71.3% of respondents agreed that students attending classes on time significantly affected performance in the history subject. Additionally, 72.5% agreed that the number of presentations in class and 70.8% agreed that participation in group activities were also class attendance factors influencing performance. For the second objective, the study found that 72.1% strongly agreed that completion of homework was a crucial factor affecting students' performance in history. Moreover, 60.5% believed that test and exam results were instrumental in analyzing performance, and 65.1% agreed that student cooperation based on historical principles was a key factor. Regarding the relationship between attendance and performance, 95% of respondents agreed that students attending class on time had a positive correlation with greater cooperation based on historical principles ($r=.451^{**}$) and test/exam results ($r=.305^{**}$). Moreover, attendance correlated positively with student competition outcomes in the history topic ($r=.632$). The study revealed positive correlations of the number of students present in class with greater cooperation ($r=.250$), test/exam results ($r=.029$), and competition outcomes ($r=.093$). Based on the findings, the study recommended that the Ministry of Education (MINEDUC) and Rwanda Education Board plan teacher training programs on effective history teaching methods. It further suggested the provision of adequate teaching and learning materials, such as charts, textbooks, and dictionaries. Additionally, all stakeholders in the education sector were encouraged to support history teaching and learning activities in Rwanda. In conclusion, the research indicated a positive association between class attendance and students' performance in the history subject. The recommendations emphasized the importance of teacher training and the provision of appropriate teaching

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materials to enhance history education in Rwanda. The study also proposed further research on the effects of different teaching and learning methods on academic performance in the history subject.

Keywords: *Class Attendance, Learners' Performance, History Subject, Selected Public Secondary Schools, Kayonza District, Rwanda*

1. Introduction

The growing problem for the present study consists of knowing if and how class attendance plays a role in student performance in education. Low grades, high absenteeism, poor comprehension, and poor class participation indicated poor performance in history subjects. History is important not only as a subject in the school curriculum but also as a source of knowledge and appreciation of life (Eyang, 2016a; Oben & Eyang, 2018; Oben & Eyang, 2015).

Academic performance in history subjects in secondary schools in Kayonza District has been poor. According to the national secondary school examination result analysis by Kayonza District Office for the last five years (2018–2022), out of 1,340 candidates for history subjects, 49 history candidates, compared to 174 candidates in science subjects, qualified for direct entry to university from the district in 2018. In 2019, 69 history candidates and 222 candidates in science subjects qualified out of 1,480 candidates (Kayonza, 2019).

However, differences in academic performance are linked to students' class attendance (Mwiseneza, 2015). Therefore, going to the class enables students to learn from the teacher and their classmates. Asking questions of the teacher can provide students with a clear understanding of the topic, which is often missed when absent from class. Attendance at the class also increases learning (Nsanjabiga 2012). Even some of the course work is done outside the classroom, which makes class sessions even more vulnerable. In class, time is devoted to the most challenging discussions. This research examined the effect of class attendance on learners' performance in history subjects in public secondary schools in Rwanda's Kayonza District.

1.2 Objective of the Study

1.2.1 General Objective

The general objective of the study was to analyze the effect of class attendance on learners' performance in history subject in selected public secondary schools in Rwanda's Kayonza District.

1.2.2 Specific objectives

- (i) To identify the class attendance factors affecting students' performance in history subject in public secondary schools in Kayonza District,
- (ii) To analyse the performance of students in history subject in public secondary schools in Kayonza District that is due to class attendance,
- (iii) To establish the relationship between the students attendance and class performance in history subject in public secondary schools in Kayonza District.

2.1 Empirical Review

2.1 The factors affecting students' performance in history subjects in public secondary schools

The study conducted by Cosgrove, Chen, and Castelli (2018) in the Southern United States had the purpose of examining the relationship between grit as a construct representing perseverance in overcome barriers and the total number of school absences to academic performance (AP) while controlling for sociodemographics, fitness (i.e., PACER), and body mass index (BMI). Adolescents (N = 397, SD = 1.85; 80.9% females; 77.1% Hispanic) from an urban, minority-majority city in the Southern United States completed the assessment of physical fitness (e.g., aerobic capacity and Body Mass Index (BMI)) and the valid and reliable short grit survey. The schools provided sociodemographics, attendance, and AP data for the adolescents.

The study conducted by Jones (2012) tested the relationship between absences and grades in 496 undergraduate psychology students and found that low class attendance seemed to cause lower grades, but low grades also appeared to cause more frequent absences from class, suggesting that classroom attendance and grades can interact to produce a decrease in academic achievement in some students. These findings were supported by Romer (2009), which proved that there is a strong relationship between attendance and performance among students who took the Intermediate Macroeconomics course.

According to Purcell (2007), Silvestri (2003), Moore et al. (2003), and Hirby and McElroy (2003), the class attendance and engagement of students play a vital role in the education system. Several previous studies have shown that class attendance is a crucial indicator of academic performance. Hence, the higher the attendance, the higher the final grades achieved by the students. However, Eisen et al. (2015) found different results where the study indicated that there is no statistically significant relationship between class attendance and academic performance by adjusting the control variables, which include gender and ages.

2.2 The analysis of the performance of students in the subject in public secondary schools that is due to class attendance

Kirby and McElroy (2010) studied the relationship between class attendance and grade by controlling other factors in the first-year economic courses at University College Cork and found that class attendance and tutorial attendance have a positive effect on grade. In addition, a study to investigate the relationship between class attendance and grades achieved by students taking Introductory Science Courses performed by Moore et al. (2003) proves that attending class enhances students' chances of scoring a high grade in these courses.

Colby (2012) conducted research in the United States of America to analyze the effect of attendance on the performance of 178 freshmen, and the results showed a positive relationship between those two variables. Purcell (2007) carried out a regression analysis to examine the impact of lecture attendance on examination performance among civil engineering students at University College Dublin, and the results showed that there is a strong correlation between the two variables. Chen & Lin (2008) also found that class attendance had a positive and significant impact on students' exam performance.

(Irwin, Burnett, & McCarron, 2018) The study conducted, which was looking for a relationship between attendance and performance, needs to be re-evaluated, particularly for professional degree courses such as pharmacy. In the present study, we aimed to establish if an association exists between attendance at all timetabled classes and academic performance in a Clinical Pharmacology and Therapeutics (CPT) module as part of the Master of

Pharmacy (MPharm) degree course at Ulster University. Data on attendance, final examination, and coursework performance were collected over two academic years (2013–14 and 2014–15) of the CPT module at Ulster. In total, 67 students were analyzed. The MPharm degree at Ulster University implements an attendance policy, both as a pastoral support tool and to reinforce the need for professional conduct as a pharmacist. Student (2013-14 and 2014-15, $n = 35$ and 32 , respectively) attendance on the module across both year groups was approximately 80%.

2.3 The relationship between the student's attendance and class performance in a subject in public secondary schools

The relationships between attendance and performance on the examination, and especially in the coursework elements of the module, Student failure (below 40%) in the final examination was linked to attendance below an 80% threshold in nine of 12 cases. Reasons for not attending class varied, but illness was unquestionably the most commonly cited extenuation. Taken together, these data confirm a convincing association between student attendance and academic achievement. Our studies promote the use of attendance monitoring policies for professional degree courses such as pharmacy.

A study done by Tetteh (2018) in Ghana on the effects of classroom attendance and learning strategies on the learning outcome found that the students' learning strategies and class attendance are in fact related. Thus, class attendance, students' study time, and the mid-semester exams could explain more than 34.0 percent of the variance. The results show that class attendance, mid-semester exams, and study time had a significant positive influence on the learning outcome.

A study by Landin and Pérez (2015) studied the relationship between class attendance of students in the History of Pharmacy course at Santiago de Compostela University (Spain) and their academic performance. Results showed that there is a positive relationship between attendance and academic achievement.

Chang (2010) found that the students who were chronically absent from their kindergarten school demonstrated lower exam performance than their peers. In other studies conducted by Gottfried and the Society for Research on Educational Effectiveness (2009), it was stated that attendance is positively and significantly related to students' academic performance in Louisiana's public elementary and secondary schools. Jones (1984) stated that when students miss class lectures, it causes lower grades. Then students become discouraged and miss more classes, which lead to even lower grades.

Rodgers (2001), in his study with a sample of 167 students in the statistics course, observed that attendance has a statistically significant effect on the performance of the students. Hirby and McElory (2003) examine the determinants of the levels of attendance at classes and their relationship with academic performance with a sample of 368 first-year economics students. The study indicated that part-time occupations with excessive hours of work and travel time are the main determinants of class attendance, which in turn has a negative effect on the grade point average. By using a sample of 400 agriculture and economics students at four large U.S. universities, Devadoss and Folzt (1996) postulated that the difference in exam performance between students with perfect attendance and students with half of the class attendance was on average a full letter grade, while the study took into account motivational and aptitude differences across students. Moreover, Chan et al. (1997) and Rogers (2002) found a significant positive relationship between class attendance and exam performance. According to the research conducted in Kuwait by Al-Shammari (2011), attendance is one of the basic factors that increases student achievement in learning settings.

However, few findings cast uncertainty about the role that class attendance plays in academic accomplishment (Craig 1990; Hammen and Kelland 1994; Massingham and Herrington 2006; S. Moore, Armstrong, and Pearson 2008). Eisen, Schupp, & Isseroff (2015) found that there is no statistically significant relationship between class attendance and student performance after adjusting for control variables such as gender and age. Cortright, Lujan, Cox, & DiCarlo (2011) studied the impact of attendance on examination achievement by differentiating gender. The study revealed that female students' examination marks are influenced by their attendance. Meanwhile, no significant difference was found for male students.

2.4 Research Gap

According to the findings of the reviewed literature and different reports of the Ministry of Education, REB, NISR, and other books (papers and journals) written by other scholars (and or authors), as well as Eugene Nsanzabiga's 2012 research on student attendance and student achievement: a tumultuous and ambiguous couple, A case study of the Kigali Institute of Education, however, did not examine the effect of school attendance on the subject (Nsanzabiga, 2012).

Spogmai Akseer 2022 did research on teacher attendance and time on task in secondary schools in Rwanda, where a Time to Teach study in 2020 in Rwanda found that low teacher attendance was a common problem in primary schools. This study seeks to support the Ministry of Education by providing a comprehensive understanding of secondary school teacher attendance in the country, but it does not mention student attendance on academic subjects.

The study made by Andala (2022) was based on the school feeding program and students' school attendance in 12 years of basic education in Rwanda and mentioned that feeding students, especially at school, increases the students' school productivity due to the fact that students get the opportunity to take lunch at school and continue their studies. The purpose of this study was to establish the relationship between the program of offering lunch to students and students' attendance in Rusizi District. It is clear that this was done between the school feeding program and students' school attendance.

Based on the above literature, it is clear that some research has been done on class attendance with other elements apart from any subject. Hence, the present study ended up being an analysis. The effect of class attendance on learners' performance in history subjects in public secondary schools in Rwanda.

2.3 Conceptual Framework

Independent variables

Class attendance factors

- Student attending the class on time
- Number of students present in class.
- Student participation in a class group activity
- The students completed their homework

Dependent variables

Learners' performance

- Student test and exam results for the history subject
- Student competition outcomes in the history topic
- Greater student's cooperation based on historical principles

- Government educational policies
- Involvement of parents
- School facilities

This study has independent variables, intervening variables which affect both dependent and independent variables. The dependent variables indicators are student test and exam results for the history subject, student competition outcomes in the history topic and greater student's cooperation based on historical principles. Independent variables are student attending the class on time, number of students present in class, student participation in a class group activity as well as the students completed their homework. Intervening variables have impact on both dependent and independent variables. Those are government educational policies, involvement of parents, school facilities, school policies and age of learners as indicated in the above figure.

3. Materials and Methods

The research conducted by the author adheres to a descriptive study design, which involves collecting information to define previous conditions, identify principles for comparison, and determine correlations between specific events (Alve, 2011). Data collection methods include descriptive and correlational research, with a focus on questionnaires, interviews, and secondary data. The study's target population comprised 118 teachers and 600 students from 20 selected secondary schools in Kayonza District, Rwanda, totaling 718 respondents. The schools were purposively chosen based on the presence of day and boarding students, adherence to national programs, and the inclusion of ordinary and advanced levels. To determine the sample size, Yamane's formula was employed, resulting in a sample size of 257 respondents. The final sample design included 43 teachers and 216 students, selected using purposive and stratified sampling techniques, respectively.

The data collection methods to use include questionnaires were utilized to collect quantitative data from respondents, consisting of closed-ended questions. The questions addressed the relationship between teachers' qualifications and students' academic performance. A pilot study was conducted at GS Nyabikiri to assess reliability using Cronbach's Alpha, with a threshold of 0.7. Four head teachers were interviewed using a set of questions developed by the researcher. This qualitative method aimed to gather in-depth information about the research topic. The study utilized district results sheets to obtain data on student performance. This secondary data complemented the primary data collected through questionnaires and interviews. The formula for determining the sample size, as provided by Yamane (1976), resulted in a sample size of 257 respondents. The sample design included 43 teachers and 216 students, ensuring representation from different schools. The researcher employed purposive

sampling for selecting head teachers and teachers based on their experience, qualities, and knowledge. Stratified sampling was used for selecting students, ensuring representation across different levels.

Reliability was assessed using Cronbach's Alpha coefficient, with a threshold of 0.7. A pilot study at GS Nyabikiri confirmed the reliability of the questionnaire. To ensure validity, the questionnaire was pre-tested with the study supervisor and research professionals. The Content Validity Index (CVI) was calculated to assess the relevance of questions. Questionnaires were checked for completeness, coded, and analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistics, frequency distribution tables, and inferential statistics, including the Pearson correlation coefficient, were employed to analyze the data. The study obtained formal authorization from Mount Kenya University, and participants provided verbal informed consent. The research maintained participant anonymity, and the findings would be made available to all participants.

4.1 Presentation of findings

This section is all about presentation of findings. The findings are divided into three subsections based on research specific objectives as follows: To identify the class attendance factors affecting students' performance in history subject in public secondary schools in Kayonza District, analyse the performance of students in history subject in public secondary schools in Kayonza District that is due to class attendance and establish the relationship between the students attendance and class performance in history subject in public secondary schools in Kayonza District.

4.1.1 The class attendance factors affecting students' performance in history subject in public secondary schools in Kayonza District

The first objective of this research was to identify the class attendance factors affecting students' performance in history subject in public secondary schools in Kayonza District. To achieve this objective, the researcher required the respondents to show their views by filling the questionnaire. The opinions of the respondents were rated using SD (strongly disagree), D (disagree), Not sure, a (Agree), and SA (Strongly Agree). These rating were given values of 1, 2, 3, 4 and 5 respectively.

Table 4.1 : Teachers perception on the class attendance factors affecting students' performance in history subject in public secondary schools in Kayonza District

Statements	SD		D		N		A		SA				Mean	Std
	N	%	N	%	N	%	N	%	N	%	N	%		

Student attending the class on time is the class attendance factors affecting students' performance in history subject	2	4.7	5	11.6	3	7.0	7	16.3	26	60.5	1.837	1.25
Number of students present in class is the class attendance factors affecting students' performance in history subject	2	4.7	2	4.7	4	9.3	10	23.3	25	58.1	1.627	0.7
Student participation in a class group activity is The class attendance factors affecting students' performance in history subject	4	9.3	2	4.7	2	4.7	7	16.3	28	65.1	2.06	1.3
The students completed their homework is The class attendance factors affecting students' performance in history subject	1	2.3	1	2.3	2	4.7	8	18.6	31	72.1	1.4	.8

Source: Primary data (2022)

The findings from table 4.1 indicates responses provided on The class attendance factors affecting students' performance in history subject in public secondary schools in Kayonza District. The majority of teachers with a total of 60.5 % strongly agreed that Student attending the class on time is the class attendance factors affecting students' performance in history subject with a mean of 1.25 and the standard deviation of 1.837, 58.1% respondents strongly agreed that the number of students present in class is The class attendance factors affecting students' performance in history subject accordingly with the mean of 2.06 and the standard deviation of 1.3, 65.3% of respondents strongly agreed that in the participation in a class group activity is the class attendance factors affecting students' performance in history subject with 1.3 of mean and 0.7 of standard deviation. Furthermore, 72.1% of respondents strongly agreed that in their completion of their homework is the class attendance factor affecting students' performance in history subject with the mean of 1.4 and the standard deviation of 0.8.

Table 4.2 : The students perception on the class attendance factors affecting students' performance in history subject in public secondary schools in Kayonza District

Statements	SD		D		N		A		SA		Mean		Std
	N	%	N	%	N	%	N	%	N	%	N	%	
Student attending the class on time is The class attendance factors affecting students' performance in history subject.	1	0.6	6	2.3	15	5.8	51	19.9	183	71.3	1.4	0.7	
Number of students present in class is The class attendance factors affecting students' performance in history subject.	1	0.6	5	1.8	5	1.8	60	23.2	185	72.5	1.3	0.7	
Student participation in a class group activity is The class attendance factors affecting students' performance in history subject.	1	0.6	5	1.8	16	6.4	52	20.5	181	70.8	1.4	0.7	
The students completed their homework is The class attendance factors affecting students' performance in history subject.	1	0.6	5	1.8	25	9.9	49	19.3	174	68.4	1.4	0.7	

Source: Primary data (2022)

The findings from table 4.2 indicates responses provided on The class attendance factors affecting students' performance in history subject in public secondary schools in Kayonza District. The majority of students with a total of 71.3% strongly agreed that in their Student attending the class on time is the class attendance factors affecting students' performance in history subject in kayonza with a mean of 1.3 and the standard deviation of 0.7, 72.5% respondents agreed that number of their presentation in class is The class attendance factors affecting students' performance in history subject accordingly with the mean of 1.4 and the standard deviation of 0.7, 70.8% of respondents agreed that in their participation in a class group activity is the class attendance factors affecting students' performance in history subject with 1.3 of mean and 0.7 of standard deviation. Furthermore, 68.4% of respondents agreed that in their completion of their homework is the class attendance factor affecting students' performance in history subject with the mean of 1.4 and the standard deviation of 0.7.

4.1.2 The analysis of the performance of students in history subject in public secondary schools in Kayonza District that is due to class attendance

The second objective of this research was to analyse the performance of students in history subject in public secondary schools in Kayonza District that is due to class attendance to achieve this objective, the researcher asked the respondents to show their views by filling the questionnaire; the researcher also analyzed different documents about secondary school in

Kayonza District. Opinions of respondents are rated using strongly disagree (SD), D (Disagree), Not Sure (NS), A (Agree), SA (Strongly Agree). These rating were given values of 1, 2, 3, 4 and 5 respectively.

Table 4.3: The teachers perception on the performance of students in history subject in public secondary schools in kayonza District.

Statements	SD		D		N		A		SA		Mean	Std
	N	%	N	%	N	%	N	%	N	%		
The students completed their homework is The class attendance factors affecting students' performance in history subject	1	2.3	1	2.3	2	4.7	8	18.6	31	72.1	1.74	1.1
Student test and exam results for the history subject is the factors that can use to analyses the performance of students in history subject.	5	11.6	2	4.7	3	7.0	7	16.3	26	60.5	1.8	1.25
Greater student's cooperation based on historical principles is the factors that can use to analyses the performance of students in history subject	28	65.1	7	16.3	2	4.7	4	9.3	2	4.7	1.7	1.30
The test planned by district result can to analyses the student performance in history subject	4	9.3	1	2.3	2	4.3	31	72.1	8	18.6	1.44	.88
The level of understanding english improve the level of performance in history subject.	4	9.3	1	2.3	4	9.3	29	67.4	5	11.6	1.7	1.2

Source: Primary Data (2022)

Through the questionnaire, the analysis of the performance of students in history subject in public secondary schools in Kayonza District that is due to class attendance, The results are presented in the Table 4.5 which indicates that 72.1% of respondents strongly agreed that the students completed their homework is The class attendance factors affecting students' performance in history subject with the mean of 1.71 and the standard deviation of 1.1, 60.5% of respondents strongly agreed that Student test and exam results for the history subject is the factors that can use to analyses the performance of students in history subject with the mean of 1.8 and the standard deviation of 1.25, 65.1% respondents agreed that Greater student's cooperation based on historical principles is the factors that can use to analyses the performance of students in history subject with the mean of 1.7 and the standard deviation of 1.3, 67.4% respondents agreed that The level of understanding English improve the level of performance in history subject with the mean of 1.7 and the standard deviation of 1.2 and 72.1% of respondents with the mean of 1.4 and the standard deviation of 0.8 strongly

agreed that the test planned by District result can be used to analyse the students' performance in history subject.

Table 4.4 : The teachers perception on the performance of students in history subject in public secondary schools in Kayonza District

Statement on student performance in history subject	SD		D		N		A		SA		Total	Mean	Sdv
	N	%	N	%	N	%	N	%	N	%			
Student's scores in national examinations was assessed according to the class attendance	104.72	51.16	157.03	71.72	285.52	15						1.8	1.2
Class attendance affecting student's in national exam.	104.71	104.7	209.35	224.21	2357.22	15						1.75	1.1
Planning to teach only student attended the lesson can affect student's performance in history	209.31	104.7	104.73	616.71	3964.72	15						1.77	1.2
The test planned by district result can to analyse the student performance in histort subject	5	5.35	2.3	115.14	018.61	5471.62	15					1.4	.87
The level of understanding english improve the level of performance in history subject	168.85	2.3	209.32	511.61	4667.92	15						1.72	1.26

Source: Primary data (2022)

Results from table 4.4 showed indicated students' scores in national examinations was assessed according to the class attendance, 59.5% strongly agreed, and 17.2% agreed. Data demonstrated that class attendance affecting student's in national exam, 57.2% strongly agreed while 24.2% agree. The study felt that planning to teach only student attended the lesson can affect student's performance in history 59.5% strongly agreed. 71.6% strongly agreed the test planned by district result can to analyse the student performance in histort subject, 18.6% of the participants agreed. The results demonstrated the level of understanding English improve the level of performance in history subject, 67.9% show a strong agreement while 11.6% agreed.

4.1.3 The relationship between the student's attendance and class performance in history subject in public secondary schools in Kayonza District, Rwanda

The third objective of the current study is to establish the relationship between the student's attendance and class performance in history subject in public secondary schools in Kayonza District, Rwanda.

Table 4. 5 Correlation Analysis

		Greater student's cooperation based on historical principles	Student test and exam results for the history subject	Student competition outcomes in the history topic
Student attending the class on time	Pearson Correlation	.451**	.305**	-.033
	Sig.(2-tailed)	.000	.000	.002
	N	215	215	215
Number of students present in class	Pearson Correlation	.250**	.029**	.093
	Sig.(2-tailed)	.000	.000	.000
	N	215	215	215
Student participation in a class group activity	Pearson Correlation	-.053	.113	.149*
	Sig. (2-tailed)	.000	.000	.029
	N	215	215	215

**. Correlation is significant at the 0.01 level (2-tailed).

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

Source: Primary data (2023)

A strong relationship was established between student attending the class on time and greater student's cooperation based on historical principles ($r=.451^{**}$, $p\text{-value}=0.000$), student attending the class on time and student test and exam results for the history subject ($.305^{**}$, $p\text{-value}=0.000$), student attending the class on time and student competition outcomes in the history topic ($-.033^{**}$, $p\text{-value}=.632$). The association is positively related because the $p\text{-value}$ was less than 0.05, explaining that adjustment within student attending the class on time increased the greater student's cooperation based on historical principles, student test and exam results for the history subject, and student competition outcomes in the history topic and vice versa.

For Number of students present in class and greater student's cooperation based on historical principles ($r=.250^{**}$, $p\text{-value}=0.000$), Student test and exam results for the history subject ($r=0.029^{**}$, $p\text{-value}=0.000$) and Student competition outcomes in the history topic ($r=.093$, $p\text{-value}=0.000$) are associated as well as the $p\text{-value}$ is less than 0.05. There is a significant correlation found between student participation in a class group activity and Greater student's cooperation based on historical principles ($r=-.053$, $p\text{-value}=0.000$), student test and exam results for the history subject ($r=0.113$, $p\text{-value}=0.000$) and student competition outcomes in the history topic ($.149^{*}$, $p\text{-value}=0.000$). Significant correlations are established because the degree of association was less than 0.05 implying that an adjustment in student participation in a class group activity and greater student's cooperation based on historical principles, student competition outcomes in the history topic and value and the vice versa.

Table 4.6 Regression coefficient between independent variables and greater student's cooperation based on historical principles

Model	Unstandardized Coefficients		Standardized Coefficients	t	95.0% Confidence Interval for B	
	B	Std. Error			Lower Bound	Upper Bound
(Constant)	.907	.464		1.954	.058	.337
Student attending the class on time	.299	.098	.425	3.052	.004	.101
Number of students present in class	.157	.115	.198	1.364	.001	-.076
Student participation in a class group activity	-.058	.094	-.087	-.619	.009	-.249
The students completed their homework	-.110	.145	-.112	-.760	.000	-.404

Source: Primary data, 2023

The findings in the table 4.6 from the respondents of this study presented that, the regression equation is ($y = ax + b + \varepsilon$) thus y: dependent variable as greater student's cooperation based on historical principles, x: independent variable as the students completed their homework, student attending the class on time, student participation in a class group activity, number of students present in class) thus $y = (\text{Beta}) x + .907 + \varepsilon$. Despite, there is 95 % confidence that the class attendance factors can make a change on Greater student's cooperation based on historical principles, somewhere between 33.7% and 84.6%.

Table 4.7 : Regression coefficient between student test and exam results for the history subject

Model	Unstandardized Coefficients		Standardized Coefficients	T	95.0% Confidence Interval for B	
	B	Std. Error			Lower Bound	Upper Bound
(Constant)	2.461	.703		3.503	.001	.539
Student attending the class on time	.264	.149	.256	1.779	.083	-.036
Number of students present in class	-.219	.174	-.189	-1.258	.006	-.571
Student participation in a class group activity	.060	.143	.061	.420	.017	-.229
The students completed their homework	-.553	.220	-.382	-2.519	.016	-.998

- Dependent variable: Student test and exam results for the history subject.
- Predictors: (Constant), the students completed their homework, student attending the class on time, student participation in a class group activity, number of students present in class.

Source: Primary data (2022)

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The findings in the table 4.7 from the respondents of this study presented that, the regression equation is ($y = ax + b + \epsilon$) thus y: dependent variable as student test and exam results for the history subject, x: independent variable as the students completed their homework, student attending the class on time, student participation in a class group activity, number of students present in class) thus $y = (\text{Beta}) x + 2.461 + \epsilon$. Despite, there is 95 % confidence that the class attendance factors can make change on the student test and exam results for the history subject, somewhere between 53.9% and 88.3%.

Table 4. 8 Regression coefficient between independent variable and student competition outcomes in the history topic.

Model	Unstandardized Coefficients		Standardized Coefficients	T	95.0% Confidence Interval for B	
	B	Std. Error	Beta		Lower Bound	Upper Bound
(Constant)	1.498	.567		2.642	.012	.350
Student attending the class on time	-.031	.120	-.039	-.257	.000	-.274
Number of students present in class	.169	.140	.191	1.206	.001	-.115
Student participation in a class group activity	.152	.115	.201	1.318	.005	-.081
The students completed their homework	-.184	.177	-.166	-1.039	.000	-.543

- Dependent variable: Student competition outcomes in the history topic
- Predictors: (Constant), the students completed their homework, student attending the class on time, student participation in a class group activity, number of students present in class.

Source: Primary data (2022)

The findings in the table 4.8 from the respondents of this study presented that, the regression equation is ($y = ax + b + \epsilon$) thus y: dependent variable as student competition outcomes in the history topic, x: independent variable as the students completed their homework, student attending the class on time, student participation in a class group activity, number of students present in class) thus $y = (\text{Beta}) x + 1.498 + \epsilon$. Despite, there is 95 % confidence that the use of class attendance factors can make a change on student competition outcomes in the history topic, somewhere between 35.0% and 64.7%.

5.1 Conclusion

The study conducted in Kayonza District, Rwanda, yielded significant findings with implications for improving students' performance in history subjects. The first objective identified key factors affecting performance, including timely class attendance, the presence of students in class, participation in group activities, and completion of homework. Addressing the second objective, the research highlighted crucial indicators of student

performance, such as completion of homework, test and exam results, and greater cooperation based on historical principles.

The third objective explored the relationship between attendance and performance, revealing a strong positive correlation ($p\text{-value} < 0.05$) between students attending class on time and greater cooperation, test and exam results, and competition outcomes in history. Additionally, significant correlations were found for student participation in class group activities, emphasizing its positive impact on cooperation and competitive outcomes in the history subject. These findings underscore the importance of attendance and active participation in enhancing students' historical understanding and performance.

5.2 Recommendations

All people involved in the education sector in Kayonza are recommended to work collaboratively in order to minimize student dropouts in the class and increase their attendance. It is recommended that MINEDUC, through the Rwanda Education Board, plan teacher training on how to teach history and the best method that can help the student learn and understand history. They also have to provide teaching and learning materials, including charts, textbooks, and dictionaries, that are adequate to help in learning and teaching history. All stakeholders in the education sector are recommended to support history teaching and learning activities in Rwanda, as it is the only and one shortcut for making Rwandans master their history.

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