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# Students Classroom Activities and Academic Performance in History Subject in Public Secondary Schools in Rwanda: A Case of Nyarugenge District

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## Abstract

This research aimed to investigate the correlation between students' classroom activities and their academic performance in a public secondary school in Nyarugenge District, Rwanda. The study also sought to identify students' activities during history lessons and assess their academic performance in the history subject. A cross-sectional research design was employed, utilizing a combination of questionnaires, interviews, and documentation. The research adopted a stratified random sampling technique, targeting senior five students, head teachers, directors of studies, and history teachers from 20 public secondary schools. Data were collected using structured questionnaires and guided interviews. The study's findings highlighted that various school activities, such as group discussions, debates, classroom games, tongue twisters, and teamwork, were commonly observed in the schools. Both teachers and students acknowledged the influential factors driving academic performance, including improved grades, critical thinking, knowledge levels, and enhanced communication skills. Notably, the research indicated a mean response of 4.12 for high-scoring learners and 1.2 for low-scoring ones, with 60.0% agreeing on regular attendance in history lessons. Furthermore, the positive correlation between students' classroom activities and their academic performance was statistically significant, with most indicators exceeding a significance level of 0.05, emphasizing the importance of such activities in promoting academic success in the history subject at public secondary schools in Nyarugenge District, Rwanda. The study suggested collaborative efforts among educational stakeholders in Nyarugenge District to enhance student academic performance, emphasizing the provision of adequate teaching and learning resources. Additionally, teacher training programs should focus on incorporating diverse activities into lessons, promoting engaging teaching methodologies, and fostering real-world connections in the classroom. In conclusion, this study underscored the critical role of diverse classroom activities in enhancing academic

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performance, highlighting the need for a more comprehensive and engaging educational approach to foster effective learning outcomes in the history subject in Rwandan public secondary school.

**Keywords:** *Students Classroom Activities, Academic Performance, History Subject, Public Secondary Schools, Nyarugenge District, Rwanda*

## 1. Introduction

In Rwanda, there are challenges that are faced by secondary school teachers while practicing their own daily classroom activities and academic success among secondary public schools, such as a lack of skills in classroom activities. MINEDUC (2010). The school's academic performance in education is a very important key success factor in terms of its mission, goals, and objectives. It is, therefore, necessary that classroom activities put in place practices and strategies to ensure school academic performance is implemented in their schools. However, in Rwanda, some secondary schools do not show much concern about the use of classroom activity practices in order to achieve success (MINEDUC, 2010). This study, therefore, seeks to examine classroom activities and Achievement in academia at secondary schools with public funding in Rwanda's Nyarugenge District. Due to the teacher's attitude towards the learner's capacity, which they do not reveal in the courses, the dreadful academic performance will be brought on by poor practice and techniques used by teachers (MUGISHA, 2018). The students' unsatisfactory normal performance in assessments and examinations indicated how serious this issue is in public secondary schools.

### 1.2 Objective of the Study

#### 1.2.1 General Objective

This study investigated student's classroom activities and their academic performance in a public secondary school in Rwanda.

#### 1.2.2 Specific objectives

- (i) To identify students' classroom activities during history lesson in secondary schools in Nyarugenge district, Rwanda
- (ii) To find out the level of students' academic performance in history subject in secondary schools in Nyarugenge district, Rwanda
- (iii) To determine the relationship between students' classroom activities and their academic performance in public secondary schools in Nyarugenge district, Rwanda

### 1.3 Research question

- (i) (i) What are the students' classroom activities during history lesson in secondary schools in Nyarugenge district, Rwanda
- (ii) What are the levels of students' academic performance in history subject in public secondary schools in Nyarugenge, Rwanda?
- (iii) What is the relationship between students' classroom activities and their academic performance in public secondary schools in Nyarugenge Rwanda

## 2.1 Empirical Literature Review

### 2.1.1 Students' classroom activities during history lesson in secondary schools

In the words of Freeman (2014), ATL is an instructional method that occurs when the teacher actively incorporates students in their educational experience as opposed to other ways. Methods, procedures, and teaching materials were the specific ATL dimensions investigated. The second the basis was the academic performance of students. Pupils' academic achievement, according to the Macmillan English Dictionary of Intermediate Learners, refers to the process of pupils utilising information as opposed to simply holding it. Teenagers can increase their academic performance by adopting a positive frame of mind and increasing their note-taking and essaywriting abilities, according to Bonwell and Eison (1991). The notion of students' academic success has been investigated in this study as a process that reflects the extent to which a student succeeds through remarkable test results in reading, numeracy, curricular accomplishments, and entrepreneurship.

Ruto, (2013) conducted research on a number of issues that affect how history is taught and learned. Other problems highlighted in his study include a lack of well-equipped libraries or history classrooms, large class sizes, teachers who lacked motivation, in assessing history teaching and learning in Ghana's Central Region, and Oppong (2010), it was discovered that even when the recommended methods were still being used, they were no longer being done so in an effective manner. Additionally, the research revealed that due to their poor quality or complete lack of accessibility, academic resources will no longer be frequently employed in recording instructions. It was also discovered that students' opinions of records as a collection of memorized records were negative.

According to Ruto (2013) investigations, the problems in delivering government management aid and data education. The majority of the challenges with teaching the topics turned out to be related to an absence of materials for instruction and instructor enthusiasm. Although secondary institutions may supply resources such as textbooks, diagrams, graphs, and other teaching materials, these instruments will no longer suffice for education. Teachers indicate that lack of motivation will be the most important undertaking, as will head instructors' underestimation of the importance of documents and authorities.

Namamba (2017), study looked at history professors' perspectives and classroom instruction and research history at secondary schools in the country's Kigoma region. The investigation focuses on the teachers' perspectives on the value of teaching and studying history, ways to teach, and how learners recall historical events, their comprehension of history, and perceived obstacles. A total of fifteen history instructors from seven high schools participated. Interviews with a semi-structured format were used to gather data. The data was analyzed using content analysis techniques. According to the findings, teachers considered politics to be an important topic in secondary school instruction. The current study investigated history instructors' perspectives and experiences regarding how they present and interpret history in Kenya's Kigoma area secondary schools. The study focuses on examining instructors' perspectives on the value of instructing and researching history, teaching approaches, how students recall previous events, their understanding of history, and perceived barriers. A total of fifteen history teachers from seven high school campuses took part. Information was gathered through interviews that were somewhat structured. The approach known as content analysis was used to analyze the data. In accordance with the study's results, teachers considered politics to have been an important topic in secondary school education.

In the words of Levstik and Barton (2015), history encompasses multiple activities and reasons, history helps people envision possible futures, history is about significant concepts and inquiries, history is interpretive, heritage can be understood through narratives, history encompasses a lot more than politics, and history is contentious (pp.2-7). Yilmaz (2008b) defines contemporary in a similar way, as interpretive, provisional, private, empirical, literary-based, and located in a socio-cultural context (p.161). These characteristics are consistent with neoliberal knowledge orientations.

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Maloy and LaRoche (2010) classify history education into two types: teacher-centered and student-centered. Lectures, directed by teachers' presentations, and discussions among the entire class are examples of teacher-centered techniques, whereas methods that focus on students include small group cooperation, interactive debates, primary source examination, theater, role plays, and simulations (pp.46-47). Fogo (2014) used the Delphi technique in the United States to elicit significant practices in the classroom teaching of history from knowledgeable instructors, researchers in education, and historiography educators in education. He identified nine core historical teaching practices, which include "the use of questions related to history, the selection and adjusting of sources from the past, the explanation and connection of archaeological written material, the model and support of historical understanding abilities, the use of historical evidence, the use of historical concepts, the facilitation of archaeologists topic discussion, the model and support of historical writing, and the assessment of student. Similarly, Thornton (2001) investigated a variety of non-traditional approaches of imparting historical training. These include concept classroom education, the main source approach, simulation and role play, and problem solving. However, traditional techniques such as "teacher-led questions and answers operations, student seating based on manuals, watching videos, and taking brief responses tests" continue to be employed in the United States to teach and study social sciences and history (p.292). Voet and the artist De Weaver (2016) identified a variety of contextual variables that have some detrimental consequences for inquiry-based approaches in history education.

### **2.1.2 The degree of academic performance of secondary school pupils in history.**

Mtitu (2014) identified several challenges to the implementation of learner-centered pedagogy in geography in Tanzania, includes instructors' lack of understanding of learner-centered pedagogy, big classes that make managing the classroom difficult, and teachers' absence of motivation to practice a learner-centered approach to teaching. Makunja (2015) revealed that a large majority of secondary school instructors in Morogoro (47%, n=48) employed standard instructional strategies, particularly the classroom lecture technique. Teachers liked to employ the question and response approach as opposed to lecturing. In the African nation of Tanzania teachers connect inquiry-based instruction with merely asking and answering concerns during the process of education and learning, as reported by Vavrus and Bartlett (2012). Instructors lack the capacity to select and organize meaningful educational experiences that foster inquiry, analytical thinking, problem-solving, and continuous development (Makunja, 2015). Teachers' insufficient knowledge and abilities for applying a learner-centered approach to classroom instruction is to blame (Mtitu, 2014; Makunja, 2015).

In the Kilimanjaro area of Tanzania, Salema and Wambiya (2016) evaluated professors' and students' opinions of resources for applying a learner-centered approach to education. They noticed that many schools lacked adequate teaching and learning resources such as books, instructional aids, technology facilities, and libraries. They also observed that private educational institutions were much ahead of public schools in terms of instructional and learning resources, as well as the usage of learner-centered teaching approaches. Mgina and Lwehabura (2011) undertook a second study to examine the development and status of school library services in forty-four secondary schools located throughout the Dodoma region following the implementation of the initial portion of the Secondary Educational Development Plan (SEDP I) during the period 2004-2009. They determined that just 16% (n=16) of the colleges and universities had libraries, whereas 69% (n=11) did not. had distinct library construction sites, and 44% (n=7) trained librarians. According to these data, the majority of Tanzania's secondary schools that are publicly funded lack critical facilities such as bookstores and associated services.

According to Ruto, (2014) report, teachers will also feel that the time given for the topics has not been adequate. Sections in most secondary libraries, even in schools with government and records sections in their libraries, have neglected to keep these areas well-stocked with relevant reading materials.

Boadu, (2014) research focused on the employment of technological advances in document education in Cape Coast Province, Ghana. According to the study, teachers' idealized views of technology have not yet been implemented in the classroom, in large part because the majority of technological tools are not readily available. This was significantly diminishing the appeal of history classroom activities because Overhead projectors, whiteboards with interactive elements, laptops, and other technology help students grasp history in a broader way and with more importance.

### **2.1.3 In public secondary schools, there is a link between students' classroom activities and their academic success.**

The study done by Ndim, (2021) looked at the relationship between students' interest throughout history and their academic performance throughout the subject. The pupils in

question were 110 secondary college historical subjects from the state of Cross River the Treasury's Ikom Local Governance Area. The researcher created and distributed a survey questionnaire towards the student. The acquired data was analyzed utilizing the independent T-test with an acceptable level of trust of 0. 05. The findings revealed that the students' interest in history had a considerable effect on their academic achievement in the course of study. Comments have been offered based on the results of the investigation.

History is important not only as a subject in the school curriculum but as a source of knowledge and appreciation of life (Eyang, 2016a; Oben & Eyang, 2018; Oben & Eyang, 2015). The study was premised on social constructivism Social contact can be utilized to create learning. In view of their high level of interpersonal engagement, constructivists think that learner-centered teaching classroom approaches improve the commitment as well as involvement of self-motivated learners. Transfer of learning is possible and can result in positive influence on performance (Timothy, Okune, & Obiekezie, 2010; Timothy & Obiekezie, 2019; Udumo, 2020).

Johari, (2021) conducted the study that intends to examine the link between students' educational methods, attitudes, and accomplishments in history topics in Pasir Puteh, Kelantan. The study population included 244 students, 96 male students as well as 147 female students from five schools in Pasir Puteh, Kelantan. The questionnaire survey conduct was employed in this investigation. Selmes' (2007) model for describing learning styles is used in this study. The entire set of data was examined using inferential and descriptive statistical approaches. Frequency, percentage, average, standard deviation, and the standard deviation of the distribution profile, learning styles, and student accomplishment are among the statistical methodologies employed. The t-test and Pearson's correlation coefficient were utilized for statistical inference. The data suggest that the pupil's preferred method of learning is one of persistence, encouragement, and depth. The t-test findings revealed that there was no significant differences in students' educational methods based on gender. Furthermore, the correlation test findings demonstrated no significant association between students' learning styles and student accomplishment. The findings of the current research indicated that students ought to become aware of the many sorts of learning styles that are suited for them to employ when studying. Teachers must also match their teaching approaches to their students' learning types and know how to grab students' interest for the person being investigated being taught.

Bruner defines learning as a process through which the learner may build on prior and current knowledge. He or someone can take information, generate ideas, and make decisions by using the technique of cognition or the method of thought. According to Bruner, the teacher is to encourage the learner to developed worldwide skills on his or her own, there should be a dialog on Electronic copy available, basics between the teachers and the learner, the teacher ensures that the knowledge provided should be such that the learners can comprehend, through learners active interaction with the environmental stimulus. Such interaction and self-propelled learning is impossible if the learners are not interested in the subject matter. As a result, the purpose of this study was to evaluate the consequences of students' interest in their accomplishments in History. Interest is a learnt motivator that pushes a person to engage in action when he has the freedom to pick what he is going to accomplish. Interests are significant due to the fact that they provide an effective avenue of incentive to study. Interest in a subject is frequently regarded as a mental resource that facilitates efficient instruction, resulting in improved academic achievement and achievement.

Being interested in a subject is an intellectual asset that enhances learning (Timothy & Uguma, 2017; Udumo & Aglande, Ambe & Udumo, 2020a; Ambe & Udumo, 2020b), which leads to better academic performance and achievement (Sanda & Sunday 2017; Sanda, 2018). Being interested in something might imply that we care about it. It is significant to us, therefore we have primarily favorable sentiments about it. John Dewey originally defined interest as "living engaged, engrossed, or completely taken up with an activity, object, which is or topic." Interest is separated into two different types by modern interest theorists: person interest as well as situation involvement. Bhawana (2016) investigated middle and high school pupils' interests.

The study indicated that it is critical for any student to carefully select a subject from a variety of options based on their interests. There is a current demand for help in subject choices. In accordance with Renninger (2010), individual interest is more lasting and trait-like, and it persists through period. It might be seen of as a disposition that people bring with them from one situation to the next. In contrast, situational interest is limited in time and space. Essentially, it might be a specific reaction to anything in a circumstance, such as an amusing video clip, a witty dialogue, or colorful things. According to Renninger, three aspects contribute to the formation of interest: understanding, appealing emotion, and one's individual worth. As an individual (Timothy, 2018a, Timothy, 2018b; Eyang, 2014).

A growth in understanding can result in a person feeling more skilled and skillful as a result of work involvement. Furthermore, whenever individuals dedicate more time to studying, they could discover personal significance and relevance in it, for instance when a student realizes how comprehending historical might help him or her achieve the desire of becoming a competent teacher. Individual goals can also help to the growth of a subject of interest by encouraging the person in question to develop more interested in his or her study, build competency, and further investigate the issue. Interest is frequently regarded as a process that promotes successful performance and academic achievement. (Timothy, 2016; Eyang 2016b). performance and achievement (Ainley, 2016; Sanda & Oladokun, 2017). Attention is very significant in and of itself.. When a student excels in a particular subject more than others, it tells that he or she has a special interest in the subject area. This may not always be the case. Often times, students perform well in a particular course due to parental pressure, peer group prompting, teachers praise or even lack of exposure to other courses of study.

Teachers also play greater roles in students' interest (Timothy, 2019; Timothy, 2018a; Timothy, 2018b; Timothy, 2018c), as teachers are expected to establish a good relationship with students under their watch. They provide an avenue where individual students will feel bold and confident to discuss their feelings and personal interest.

## 2.2 Research Gap

The existing scholarly literature has demonstrated a dearth of comprehensive research that delves deeply into the intricate relationship between classroom activities and students' academic achievement. While previous studies have touched on this subject, their investigations often lacked a holistic approach, either focusing on higher education levels or neglecting key factors. Adeyemo (2012) has highlighted the disconnect between classroom activities, the establishment of effective learning environments, and the training of teachers, emphasizing the need for a more nuanced understanding of critical content delivery.

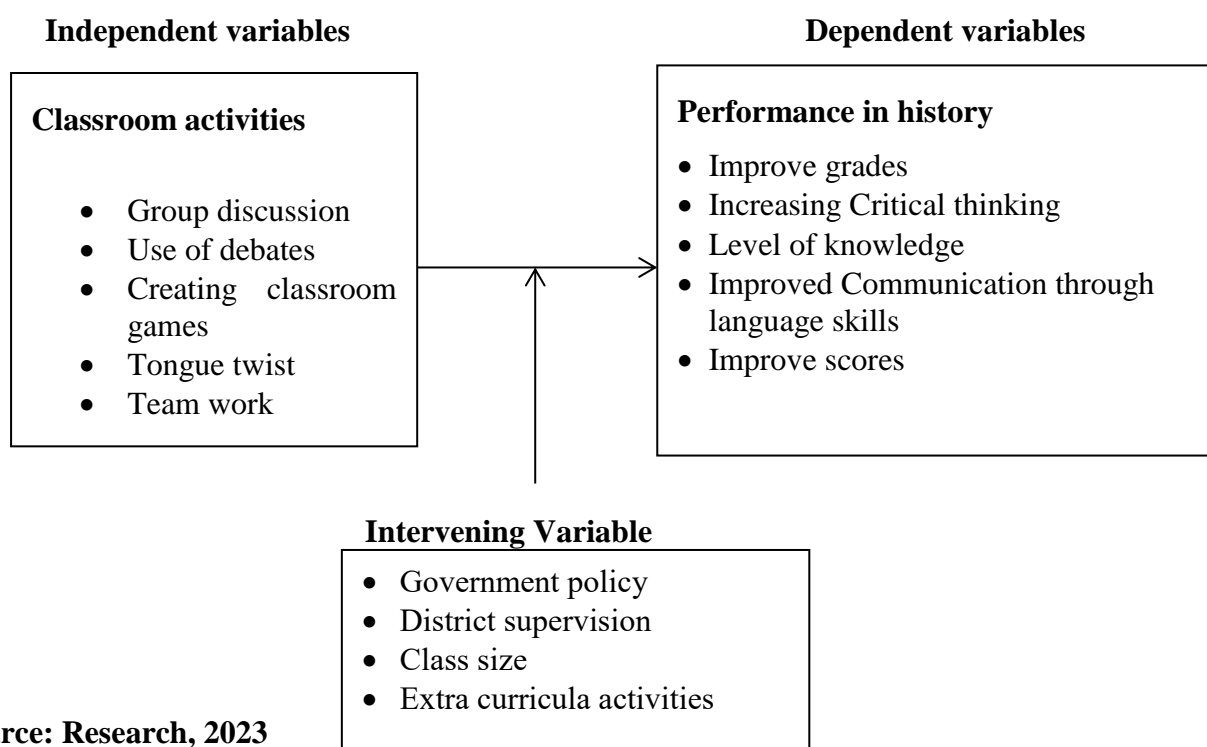


In addition, the data from MINEDUC (2012) has indicated a concerning trend of low academic performance among secondary school students in the Nyarugenge district, possibly linked to a deficiency in effective classroom activity implementation and a shortage of adequately trained teachers. Notably, the presence of a considerable percentage of instructors with only an A2 level qualification underscores the issue of teacher quality.

Therefore, there exists a significant gap in the literature that warrants an in-depth exploration of the influence of classroom activities on the overall academic performance of secondary school students, calling for a comprehensive investigation that considers the specific context of the Nyarugenge district and accounts for the complexities involved in effective pedagogical practice.

### 2.3 Conceptual Framework

Some strategies were needed in public secondary schools to successfully market the history of the students. This method included debates and group discussions, classroom games, and tongue twisting. In public secondary schools in Nyarugenge, all of these factors will have a direct impact on the history of the children. These accomplishments are: High levels of attendance, self-worth, and high scores in exams



Source: Research, 2023

Figure 1: Conceptual framework

This part of the study shows the linkage between variables where effective implementation of the strategies delivered during teaching and learning process hence was an impact on school outcomes. classroom activities relate to group discussion, use of debates, creating classroom games, and are indicators of classroom activities and are independent variable while was improve grad, increasing Critical thinking, improve scores level of knowledge and Improving. Communication through language skills. Students classroom activities and student academic performance.

### **3. Materials and Methods**

The study conducted in the Nyarugenge district targeted a population of 320 individuals, including senior five students from 20 public secondary schools, head teachers, directors of studies, and history teachers. Employing Slovin's formula, the researcher derived a sample size of 178 respondents, comprising students, head teachers, directors of studies, and teachers. The study employed a stratified sampling technique to ensure representation from various strata within the population, utilizing structured questionnaires and guided interviews to collect data. Ethical considerations were carefully observed, including obtaining necessary permissions and ensuring confidentiality and anonymity for all participants.

Validity and reliability of the instruments were evaluated, with the Content Validity Index (CVI) employed to assess the validity of the questionnaire, and the Cronbach's Alpha coefficient utilized to measure reliability. The data analysis involved descriptive statistics, such as frequency distributions, mean values, percentages, and standard deviations, with the use of the Statistical Package for Social Sciences (SPSS) for complex data analysis and correlation assessments.

Ethical considerations played a crucial role throughout the research process, ensuring that participants' rights were protected, voluntary participation was upheld, and confidentiality was maintained. The researcher adhered to the principles of informed consent and ethical protocols to prevent any harm to the participants. This comprehensive methodological approach facilitated the effective collection and analysis of data, thereby enhancing the study's reliability and validity in assessing the relationship between classroom activities and academic performance in the Nyarugenge district.

### **4. Presentation of research findings**

#### **4.2.1 The factors affecting students' classroom activities and academic performance in history**

The research identified student's classroom activities in secondary schools in Nyarugenge District, Rwanda. Most classroom activities included: Group discussion, Use of debates, Creating classroom games, Tongue twist and Team work.

**Table 1: Student's Perception on the factors affecting students' classroom activities and academic performance in history**

Factors	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total N	Total Mean	Sd
	N	%	N	%	N	%	N	%	N	%			
student's ongoing personal evaluation of whether he or she can succeed in a learning activity promote learners academic performance in history	2	1.2	4	2.3	5	2.9	35	20.3	126	73.3	172	1.3779	.75872
Discussions help learners to improve their academic performance	3	1.7	5	2.9	4	2.3	94	23.7	136	69.2	172	1.4419	.82511
Use of debate among learners promoted communication skills that helped learners to improve their academic performance	7	4.1	4	2.3	5	2.9	94	54.7	62	36.0	172	1.8372	1.7558
Lack of group work leads to low performance	4	2.3	5	2.9	169.3	67	39.0	80	46.5	172	1.7558	.91045	

**Source: Primary Data (2023)**

Results in Table 1 evidenced responses on the perception of students on the factors affecting students' classroom activities and academic. Accordingly, 126 (73.3%) of students strongly agreed that student's ongoing personal evaluation of whether he or she can succeed in a learning activity promote learner's academic performance in history, 136 (69.2%) students strongly agreed that Discussions help learners to improve their academic performance, 62(36.0 %) students strongly agreed that the Use of debate among learners promoted communication skills that helped learners to improve their academic performance. In addition, 80(46.5 %) strongly agreed that Lack of group work leads to low performance in history. From the above perception indicated that high number agreed that those above factors affecting students' classroom activities and academic performance in history.

According to the findings, the current study backs up Bagambe's (2015) findings by showing an important relationship between class tasks and educational outcomes in Bugesera District, Rwanda at ( $r=0.693$ ) in and their ability to interact with others. Furthermore, 84.1% of respondents feel that the creation of critical techniques of message dissemination has an influence on learner achievement in Bugesera District selected schools. This is supported by a mean rating of 3, showing that respondents believe pupils' academic achievement in Bugesera District secondary educational institutions is influenced by their ability to interact with contemporaries.

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**Table 2: Factors affecting quality of teaching and academic performance in history**

Factors	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total	
	N	%	N	%	N	%	N	%	N	%	N	Mean Sd
Rise on teaching experience	0	0	0	0	0	0.0	0	0.0	2	100.0	2	1.0000 .00000
Motivating teacher by head teachers	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0	2	1.0000 .00000
Improve more focus on proper feedback during teaching	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	2	1.5000 .707
Improve cooperation between head teacher and teachers	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	2	1.5000 .707

Results in Table 2 Indicated the perception of teachers on the factors affecting quality of teaching and academic performance in history where , 2(100%) of Teachers strongly agreed that Rise on teaching experience is the Factors affecting quality of teaching and academic performance in history, 2 (100%) teacher strongly agreed Motivating teacher by head teachers is the Factors affecting quality of teaching and academic performance in history, 1(50.0 %) Teachers agreed that Improve more focus on proper feedback during teaching is the Factors affecting quality of teaching and academic performance in history.

As a result, this can be linked to (Engin-Demir, 2020)'s study on Factors Influencing Turkish Urban's writing Children's Educational Achievement, which calculates the individual and accumulated effects of decided on family members, student, along with school factors on the academic success of less fortunate, downtown primary-school children in Turkey. 719 sixth, seventh, and eighth-year primary school pupils from 23 schools in inner and outside city squatter areas participated in the survey. According to the research, a collection of factors include student traits such as school mental health, scholastic activities, and support predicted the greatest variation in academic success among those who live in urban areas.

According to one study, there has been a substantial and positive association (0.869) with secondary school learning outcomes and proficiency in reading in the Bugesera District. The vast majority of respondents (71.1%) agree that reading skills impact students' academic progress in Bugesera District secondary educational institutions. Furthermore, a mean value greater than 3 shows that reading abilities impact students' academic progress in Bugesera Province secondary education institutions.

**Table 3: Teacher's Perception to the Needs for students' classroom activities and academic performance in history**

Factors	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total		
	N	%	N	%	N	%	N	%	N	%	N	Mean	Sd
Improve communication skills	0	0	0	0	0	0.0	2	100.00	0.0	2	1.000	.00000	
Promotes critical thinking	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0	2	1.0000	.00000
Improve grades	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	2	1.5000	.707
Improve scores	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	2	1.5000	.707

**Source: Primary Data (2023)**

Data presented in Table 4.7, 2 (100%) teachers agreed the Improve communication skills Needs for students' classroom activities in academic performance in history, 2 (100%) teachers strongly agreed to Promotes critical thinking Needs for students' classroom activities, 1(50%) Strongly agree the Improve of grades Needs for students' classroom activities and academic performance in history. Furthermore, 1 out of 2 (50.0%) teachers strongly agreed that Improve scores also Needs for students' classroom activities and academic performance in history and promotion of critical thinking 1(50.0%) strongly agreed that it can promote students' academic performance in history.

According to the findings, this study supports Bagambe's (2015) observation by demonstrating a substantial relationship between students' activities and learning achievements in Bugesera District, Rwanda at ( $r=0.693$ ) in and their capacity to connect with others. Furthermore, 84.1% of those polled agree that the development of essential methods of communication distribution impacts learners achievements in Bugesera District chosen schools. This is confirmed further by a mean rating of 3, indicating that respondents think that pupils' academic achievement in Bugesera District secondary educational institutions is impacted by how well they're able to communicate with others.

An investigation discovered a substantial and advantageous relationship (0.869) between learning outcomes in secondary educational institutions in the Bugesera District as well as this. The majority of respondents (71.1%) agree that the usage of group discussion influences students' academic progress in Bugesera District secondary schools. Furthermore, a mean value greater than 3 implies that students' academic progress in Bugesera District secondary educational institutions is impacted by their willingness to participate in doing a lot extra homework.

#### 4.2.2 Analysis of Students' Academic Performance in History Subjects

This study investigated the amount of knowledge gained in history among pupils in secondary school as measured by better examination scores, active class engagement, enhanced confidence, and enhanced collaboration among students.

**Table 4: The perception of students on the Students' academic performance in history subject in secondary schools**

Effective teaching practices	Strongly										Total		
	Disagree		Disagree		Neutral		Agree		SA		N	Mean	Sd
	N	%	N	%	N	%	N	%	N	%			
Use of debates increases critical thinking	5	2.9	6	3.5	3	1.7	63	55.2	95	36.6	172	1.8081	.86744
Group discussion is the best way of promoting team work	5	2.9	6	3.5	16	9.3	66	38.4	79	45.9	172	1.7907	.95656
Promotion of tongue twist has a strong effect on increasing communication skills	3	1.7	6	3.5	1	0.6	43	25.0	119	69.2	172	1.4360	.82468
The way students understand English leads to their performance in history subject.	4	2.3	6	3.5	4	2.3	66	38.4	92	53.5	172	1.6279	.87921
Students' group discussion is determined by their ability to improve grades	3	1.7	5	2.9	4	2.3	46	20.4	114	66.3	172	1.4709	.82666

**Source: Primary Data (2023)**

Information depicted in Table 4, 94 (42.2%) Use of debates increases critical thinking, 79 (35.1%) students Strongly agreed that Group discussion is the best way of promoting team work. Additionally, 119(52.9%) students strongly agreed that Promotion of tongue twist has a strong effect on increasing communication skills. Furthermore, 114(50.7%) students strongly agreed that Students' group discussion is determined by their ability to improve grades.

The current study Nzabihimana, (2018) sought to determine the relationship between teaching character and academic success of children in elementary schools in the Rwandan Gasabo area. The study found a gap in learning achievement between children enrolled in both government and private preschool programs in the Gasabo District, with those enrolled in private primary schools exceeding their peers. Academic achievement in the Gasabo district was also shown to be influenced by school infrastructure and teacher quality. The study's recommendations were as follows: (i) The government should provide the necessary facilities to public and private subsidized primary schools to create a

welcoming environment for the teaching/learning process; and (ii) The Ministry of Learning should reduce government involvement when it comes to school leadership, enabling public educational institutions to diversify their sources of revenue. (iii) Rwandan legislators and other authorities should continue to monitor and analyze the quality of primary school public education, and appropriate measures ought to become made.

**Table 5: Teachers' perception on the factors that affect classroom activities and academic performance in history lesson in Nyarugenge District**

N Performance level	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total		Sd
	%	N	%	N	%	N	%	N	%	N	Mean		
Absence of well-equipped libraries	0	0.0	0	0.0	0	0.0	2	100.0	0	0.0	2	1.5000	.707
lack of essential teaching aids affect low academic performance of learners	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	2	1.5000	.707
The Teachers prepare well the lesson because they get free lunch at school	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0	2	1.0000	.995
Number of periods allocated for history on the school timetable	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	2	1.0000	.000
Promote cooperation between teachers and head teachers	0	0.0	0	0.0	0	0.0	1	50.0	1	50.0	2	1.0000	.000
Motivating teachers by head teachers	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0	2	1.0000	.995

**Source: Primary Data (2023)**

Results presented in Table 5, 2 (100.0%) Teachers agreed that Absence of well-equipped libraries, 2 (100.0%) teachers strongly agreed that Motivating teachers by head teachers. However, 1(50.0%) teachers strongly agreed that to Promote cooperation between teachers and head teachers The Teachers prepare well the lesson because they get free lunch at school. In the same vein, 1 out of 2 (50.0%) teachers strongly agreed that the lack of essential teaching aids affect low academic performance in history subject.

Kagwesage (2013), a Rwandan teacher, did a study to examine how Rwandan university students cope with schooling via New their engagement in learning. Her findings revealed that learners face a variety of obstacles and complexity during studying. As a result, the study discovered that participation in class activities was reduced due to a lack of nomenclature and a fear of making mistakes using the English language.

#### 4.2.3 Relationship between student's classroom activities Factors and Students' Academic Performance in History Subjects

This association between student's classroom activities Factors and Students' Academic Performance in History Subjects are presented

**Table 6: Correlation between students' classroom activities and their academic performance in public secondary schools in Nyarugenge district**

		Students' scores in exams	Classroom activities	Creating classroom games.	Group discussion	The way students use tongue twist
Students' scores in exams	Pearson Correlation	1	.355**			
	Sig. (2-tailed)		.000			
	N	172	172			
Classroom activities	Pearson Correlation	.355**	1			
	Sig. (2-tailed)	.000				
	N	172	172			
Creating classroom games	Pearson Correlation	.078	.036	1		
	Sig. (2-tailed)	.312	.638			
	N	172	172	172		
Group discussion	Pearson Correlation	.223	.222**	.261**	1	
	Sig. (2-tailed)	.001	.003	.001		
	N	172	172	172	172	
The way students use tongue twist	Pearson Correlation	.220**	.252**	.291**	.581**	1
	Sig. (2-tailed)	.004	.001	.000	.000	
	N	172	172	172	172	172
**.		Correlation is significant at the 0.01 level (2-tailed).				
*Correlation is significant at 0.05						level (2-tailed)

#### Source: Primary Data (2023)

A strong relationship was established between Students' scores in exams is determined by their ability to participate in group work and Classroom activities has a strong effect on improving students' academic performance ( $r=.355^{**}$   $p$ -value=0.000), Creating classroom games can improve students' performance in history and Classroom activities has a strong effect on improving students' academic performance ( $.355^{**}$   $p$ -value=0.000), Group discussion improves their grades hence students' performance and Students' scores in exams is determined by their ability to participate in group work ( $.223^{**}$ ,  $p$ -value =.001), Group discussion improves their grades hence students' performance and . Classroom activities has



a strong effect on improving students' academic performance (.222 \* \*, p-value =.003), Group discussion improves their grades hence students' performance and Creating classroom games can improve students' performance in history. (.261 \* \*, p-value =.000), The way students use tongue twist improve their language skills and Students' scores in exams is determined by their ability to participate in group work (.220 \* \*, p-value =.004), The way students use tongue twist improve their language skills and Classroom activities has a strong effect on improving students' academic performance (.252 \* \*, p-value =.001), The way students use tongue twist improve their language skills and The way students use tongue twist improve their language skills(.581 \* \*, p-value =.000) so there is The association is positively related because p-value was less than 0.05.

(Regine, 2021) discovered a statistically significant relationship between sports engagement and academic accomplishment in Kicukiro District public secondary schools, with a P-value of.000 and Pearson Correlation of.887. The adjusted R Square value was found to be.785, demonstrating that sports participation can explain 78.5% of the variations in the academic achievement of students (regular sports-related organization, encouragement to take part in sports activities, enough time for sports operations, availability of qualified sports organizers, and adequate sports facilities). This also indicates that other factors might affect the remaining 21.4% of academic performance. According to the research, MINEDUC should offer enough sports facilities to stimulate sports participation through the Rwanda Fundamental Education Board.

**Table 7: Regression Coefficients between independent variable and Level of knowledge in performance History**

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.159	.131		2.229	.000
	Use Debates	-.752	.301	-.781	-2.494	.014
	Creating classroom Games	.679	.303	.709	2.242	.026
	team work	.665	.061	.669	10.924	.000
	tongues twist	.679	.303	.709	2.242	.026

a. Dependent Variable: Level of knowledge

**Source: Primary data (2023)**

Data presented in Table 7 indicates regression coefficients of Level of knowledge It showed that use debates were statistically significant to Level of knowledge (B=.781, p-value=0.014). Results shown that Creating Classroom Games was influencing Level of knowledge (B=-.709, p-value=0.026). Therefore, results shown that team work significant affecting Level of knowledge (B=0.669, p-value=.000). Results shown that tongues twist was significant influencing Level of knowledge (B=-2.242, p-value=0.026). From the above result of regression analysis indicated that there are significant between independent variables with Level of knowledge meaning that those independent variable each can affect the Level of knowledge of students in history subjects.

**Table 8: Regression Coefficients between independent variable and Increasing Critical thinking in performance History**

Model	Unstandardized Coefficients		Standardized Coefficients Beta		Sig.
	B	Std. Error		t	
1 (Constant)	2.569	1.066		2.409	.017
Use Debates	-.013	.222	-.008	-.057	.014
Creating classroom Games	.017	.212	.015	.080	.000
Team work	-.051	.116	-.042	-.436	.000
Tongues twist	.419	.313	.257	1.336	.000

a. Dependent Variable: Increasing Critical thinking

**Source: Primary data (2023)**

Regression coefficients of increasing critical thinking. It showed that use debates were statistically significant to improve grades ( $B=.008$ ,  $p\text{-value}=0.014$ ). Results shown that Creating Classroom Games was influencing Increasing Critical thinking ( $B=-.080$ ,  $p\text{-value}=0.00$ ). Therefore, results shown that team work affecting Increasing Critical thinking ( $B=0.436$ ,  $p\text{-value}=.000$ ). Results shown that tongues twist was influencing Increasing Critical thinking ( $B=-.257$ ,  $p\text{-value}=0.000$ ). Therefore, the regression analysis that most independent variables are significant with increasing critical thinking. This is related to the investigation conducted by (Watson, 2017). Physical activity has been linked to several physical and mental health benefits, however many youngsters fall short of the national exercise specifications. While schools are an ideal location for encouraging children's healthy lifestyles, including physical exercise into the school day can be challenging due to time limits imposed by competing major learning areas. Classroom-based physical exercise may offer a way to enhance educational institutions physical activity while also enhancing performance in school.

**Table 9: Regression analysis between Independent Variable and Improve grades**

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Sdt. Error	Beta			
1 (Constant)	.115	.779			.147	.883
Group discussion	.602	.162	.331		3.715	.000
Use of debates	1.239	.155	.948		7.987	.000
Creating classroom games	.008	.085	.006		.099	.001
Tongue twist	-.967	.229	-.508		-4.220	.000

a. Dependent Variable: improve Grades

#### Source: Primary data (2023)

Indicates regression coefficients of improve grades. It showed that use debates were statistically significant to Group discussion (B=3.715, p-value=0.000). Results shown that improve grade was influencing use debate (B=-.948, p-value=0.000). Therefore, results shown that creating classroom games affecting improve Grade (B=0.006, p-value=.001). Results shown that tongues twist was influencing improve grades (B=-2.242, p-value=0.000), the above result of regression analysis indicated that there is the Group discussion, Use of debates, creating classroom games, Tongue twist affect the improve grades in history subject. (Szabo-Reed,2020) Determine the effect of being active during classroom teachings on time on task. Second, establish the association between time-on-task and academic accomplishment in history. The results showed that a larger proportion of time executing MVPA was substantially related with higher History scores (p=.034) and spelling scores (p.001), but not comprehension scores. TOT was not related to academic success.

**Table 10: Regression analysis between independent variable and Improved Communication through language skills**

Model	Standardized Coefficients		Standardize d Coefficients		t	Sig.
	B	Std.Error	Beta			
1 (Constant)	5.556	.677			8.209	.000
Group discussion	.721	.150	.450		4.815	.000
Use of debates	-.715	.104	-.671		-6.845	.000
Creating classroom games	-.675	.105	-.555		-6.452	.000
Tongue twist	.008	.085	.006		.099	.001

a. Dependent Variable: Improved Communication through language skills

The regression coefficients of Improved Communication through language skills. It showed that Improved Communication through language skills were statistically significant to Group discussion ( $B=4.815$ ,  $p\text{-value}=0.000$ ). Results shown that improve grade was influencing Improved Communication through language skills ( $B=-.6.845$ ,  $p\text{-value}=0.000$ ). Therefore, results shown that creating classroom games affecting Improved Communication through language skills ( $B=715$ ,  $p\text{-value}=0.000$ ). Results shown that tongue twister was influencing Improved Communication through language skills ( $B=-.099$ ,  $p\text{-value}=0.001$ ). This indicated that the Group discussion, Use of debates, creating classroom games, Tongue twister Significant Influence Improved Communication through language skills.

León, (2021) investigate the influence of two context-related factors, class size and in-class global cooperation, on the advancement of learners in History education. Given the data's hierarchical arrangement ( $L1 = 1,185$  participants and  $L2 = 64$  classrooms), a multilevel investigation, involving the use of regression analysis, was conducted to examine how variables related to the environment at the classroom level impacted young people's grades. The findings revealed that the disparities in achievement in school observed between classrooms may be related mostly to perceived in-class global collaboration rather than the number of students per class. Because those cooperative learning key features differed significantly throughout classrooms, the biggest indicators were group processing, encourage interaction, and individual accountability. Academic achievement in physical education is influenced by both personal and societal factors, such as perceived in-class collaboration. The most important vital elements are group processing, interaction promotion, and individual accountability. Cooperative learning environments are difficult to create, and the consequences can vary greatly in accordance with how well they are built.

### **5.1 Conclusion**

Reconsidering findings from this present research, it concludes: To the first research objectives, the study reveals that most commonly school's activity such Group discussion, debates, classroom games, Tongue twister and Team work. Both teachers and students have the same attitude on the factors influencing academic performance in history.

The researcher reveals that Improve grades, Increasing Critical thinking, Level of knowledge, Improved Communication through language skills, improve scores shows the level of academic performance therefore the secondary data have indicated that 4.12 mean response of learners obtained high score, and other with low score was obtained at mean response of 1.2. Thus, therefore, 60.0%, agreed that students attended history lesson regularly.

Results from objective three reveal that the student's classroom activity effect on academic performance in history subject level were positively and statistically correlated since most of their level of significance level were more 0.05 in association with academic success in history subject public secondary school in Nyarugenge District, Rwanda.

### **5.2 Recommendations**

Taking into account the study findings as well as knowledge argued, the author sought to give a few recommendations to the study.

All people involved in the education sector in Nyarugenge District are encouraged to collaborate in order to improve student academic performance in public and private primary schools in both general education and TSS schools in all lessons, including history.

It is proposed that MINEDUC, through the Uganda Education Board, provide enough teaching and learning resources, which includes as charts, textbooks, and dictionary collections, to enhance student activities during instruction among students at an early age. MINEDUC should give adequate instruction to improve instructors' capacity to educate by employing activities to prepare future workers whom can provide as well as produce something new in the marketplace for employment. More training must be given to the teachers of history on how to use student's activities so that to help them to rise their level of academic performance in history.

The instructor ought to reiterate course knowledge but avoid repeating it verbatim since this may make it less interesting for students. It is also recommended that the teacher incorporate games in the session. Games are an additional excellent method to make studying more enjoyable. Hold a spelling bee, a tournament in which opponents are eliminated if they incorrectly type a word, if you want your children to remember their spelling terms.

In addition, the instructor should make an effort to connect what your students are learning to real-world circumstances. This will make people comprehend why they need to learn what you are teaching them.

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