



English language proficiency factors and students' academic performance in history subject in secondary schools in Rwanda: A case of Kayonza district

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Abstract

The general objective of this study was to examine the influence of English Language proficiency factors on students' academic performance in History subject in Kayonza District, Rwanda. The specific objectives were to determine the level of student academic performance in history, the influence of teacher training in English, the influence of teaching and learning materials in English, and the influence of teachers' and students' attitude towards learning of English on performance of History in secondary schools in Kayonza District. This study is useful to all stakeholders in education sector such as public institutions, decision makers, district authorities, head teachers, teachers, learners and scholars. The researcher applied a descriptive correlational study, targeting 900 students, 100 teachers and 50 head-teachers. This study selected respondents and key informants purposively and randomly. A study sample of 290 respondents were obtained by use of Sloven's formula. Information was analyzed using statistical package for social sciences version 21.0 to generate descriptive statistics in terms of frequency, percentage, mean and standard deviation. Inferential statistics were produced in terms of correlation and regression coefficient for determining size effect between variables. Results show that 100.0% with a mean response of 4.33 and standard deviation of 0.834 strongly agreed that scores in examination was assessed by their competencies in speaking, reading and writing English language, 71.4% with a mean response of 4.27 and standard deviation of 0.852 strongly agreed that English had a positive influence on score obtained in exams. However, 64.3% with a mean response of 4.62 and standard deviation of 0.824 strongly agreed that the system used for

understanding English stimulate the performance in history subject. It was demonstrated that there was a weak positive relationship ($r=.194$, $p=.064$) between teacher training and the performance of History Subject in secondary schools. It was concluded that teacher training does not have a significant effect on the performance of History subject in secondary schools. Teachers' results on the relationship between the presence of teaching and learning materials and the students' performance in History. The table indicated the there was a very weak positive relationship ($r=.048$, $p=.649$) between availability of teaching and learning materials. This relationship was however insignificant at $p<.05$ level of significance. The analysis confirmed that there was a very weak insignificant relationship ($r=.088$, $p=.402$) between teachers attitude and the on the performance of History in secondary schools in Kayonza District, Rwanda. The relationship between student's attitudes towards learning of English and on the performance of History in secondary schools. In conclusion, English proficiency factors had contributed to the performance of students in history. Therefore, the study recommends that the Ministry of education should provide enough funds to improve English proficiency deemed to enhance the level of English proficiency, undertake trainings, seminar and capacity development program to encourage knowledge and improving English proficiency factors the level of understanding English. Head teachers shall monitor teachers for being sure that effectiveness for English proficiency. Teachers should try to produce direct support. Further studies should be done on effectiveness and suitability of those English proficiency used in teaching history.

There is a need to carry out a research on effectiveness of English proficiency in enhance students' learning outcomes in history subjects.

1.0 Introduction

The growing problem for the present study consists in knowing if and how English Language proficiency factors play a role to the student performance in history subject in secondary schools in Kayonza District, Rwanda. Low grades, high absenteeism, poor comprehension, poor class participation indicated poor performance in history subjects. Academic performance in history subjects in secondary schools in Kayonza District have been poor. According to the national secondary school examination result analysis by Kayonza District Office the last five years (2018-2022) out of 1,340 candidates for history subjects, 49 history candidates, compared to 174 candidates in sciences subjects qualified for direct entry to University from the district 2018. In 2019, 69 history candidates and 222 candidates in sciences subjects qualified out of 1,480 candidates (Kayonza, 2019). However, differences in academic performance is

- i. To determine the level of student academic performance in history in secondary schools in Kayonza District, Rwanda
- ii. To identify the influence of teacher training in English on performance of History in secondary schools in Kayonza District
- iii. To assess the influence of influence of teaching and learning materials in English

2.0 Review of Related Literature

2.1 Empirical Literature

A research carried out by Chirchir (2013), it was demonstrated that what is achieved through educational endeavors is academic performance or academic achievement, which determines the degree that learn, teaching staff member and institution has attained the planned aims. According to Afzal, *et al.* (2018), evaluating students' learning outcome was pertinent since it verifies accomplishments and identifies the degree of understanding English. In educational institutions all around the world, local authorities and the organization itself have an impact on how students were assessed in term of their success in achieving their target and how they meet academic criteria (Mpagaza, 2013). For regular grading, students demonstrate their understanding by participating in class-scheduled activities, taking written and oral exams, giving presentations, and participating in debates. Tests are used to evaluate students nationwide in accordance with the standards that each learners

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linked with English language proficiency (Mwiseneza, 2015). Nakaafero (2015) confirmed a need of ensuring effective English language proficiency. Moreover, English has been not easy and not probable in Kayonza District, Rwanda whereby many schools are located in upcountry native language is used (Adedeji & Olanivan, 2012). That is why Rwanda has been using foreigners to teach in secondary schools especially subject like History (Serge, *et al.*, 2021). Therefore, this study examined influence of English language proficiency factors and learner's performance in history in secondary schools in Rwanda, specifically in Kayonza District.

This study examine the influence of English language proficiency factors on student academic performance in History subject in secondary schools in Rwanda. Specifically, the paper had:

- on performance of History in secondary schools Kayonza District.
- iv. To establish the influence of teachers' and students' attitude towards learning of English on performance of History in secondary schools in Kayonza District.

was expected to meet after completing any type of education (Melissa, 2012).

Mandie, (2013) studied English use in education refers to situational analysis'. The study evidenced the quantity of persons using English in classroom via specialized training for English MI of teachers. The study indicated that despite most of topic covered by teachers recognized their duties in teaching English, classroom, most of learners failed to achieve these duties in classroom. Maurice and Mukampazimpaka (2021) research revealed that, despite the challenges that teaching staff members and learners, majority of parents in these English-medium schools prioritized their children's acquisition of English over other subjects like math, science, and history. In Rwanda, there is no research undertaken to assess effect of English since English was adopted in teaching and learning.

Bagambe (2015), existence of significant association between learner's success and

English skills ($r=0.693$) in Bugesera District and their ability to interact with others. Additionally, 84.1% of respondents concur that the development of fundamental knowledge influences learner's achievement in Bugesera District Secondary Schools. This is further supported by the median score above 3, which indicates that respondents agree that pupils' academic achievement by influenced through their ability to interact with others. According to a researcher, there is a strong and favorable correlation (0.869) between learner's success in secondary schools in Bugesera District and their reading level. Majority of respondents (71.1%) also concur that pupils' academic achievement in Bugesera District secondary schools is influenced by their reading skills. Additionally, the mean value above 3 indicates that pupils' academic success in Bugesera District secondary schools is influenced by their literacy abilities.

The study conducted by Mwiseneza, (2015) revealed that the teachers and students' usage of English use in teaching by sampled secondary schools was low, though the research showed that they possessed the positive attitude toward English in teaching and learning process pupils' desire to master the language of instruction is frustrated by lack of model from teachers, the study revealed that students' English usage level is very low and it affects their participation

2.2 Theoretical Framework

This section provides information related to theories used. These theories include problem posing theory, system theory, Krashen's Second Language Acquisition Theory. The suitable way of education may be attained and students' association of in the context of communication. The problem posing method approach in the theory of oppressed which favors the students and teaching staff involvement in educational process. According to Mbagi (2015) felt that teaching and learning process must rely on their involvement in enhancing their morale and emotional activities. This study aims to be aware of educational activities and intellectual growth of secondary schools students in Rwanda studying English by keeping with the role of local community and cultural norms, the present research makes use of socio-cultural practices that the learners are exposed to, such as the teachers, the setting of the school, and the historical context.

Systems theory Costa (2008) useful starting point for a school as a system is the specification of its

during teaching learning process, however the study revealed that the English level of students' does not affect the scores they get in examinations . Hakorimana (2020) evidenced that there was association between English proficiency and learner success which is significant at 0.874. Researcher also added its contribution to the success and secondary schools by increasing proficiency can be ameliorate. Serge (2021) in Karongi district, Rwanda revealed that teachers have incompetency in English language which hinders them to teach in English. Researcher added that teachers cannot express themselves in English. The study came to the conclusion that learners English is impacted by teaching staff member's failure to teach in English, lead classroom interactions in English, express themselves in English, and provide English language instructional resources. A research on English language use elementary institute was conducted out by Hakorimana *et al.*, (2020). His study's major goal was to learn more about how students were learning and using the English language in these secondary schools with an English-only curriculum. The term "first language" refers to any language learned after birth. As a result, educational activities suffers when professors and students struggle to interact with one another in the classroom.

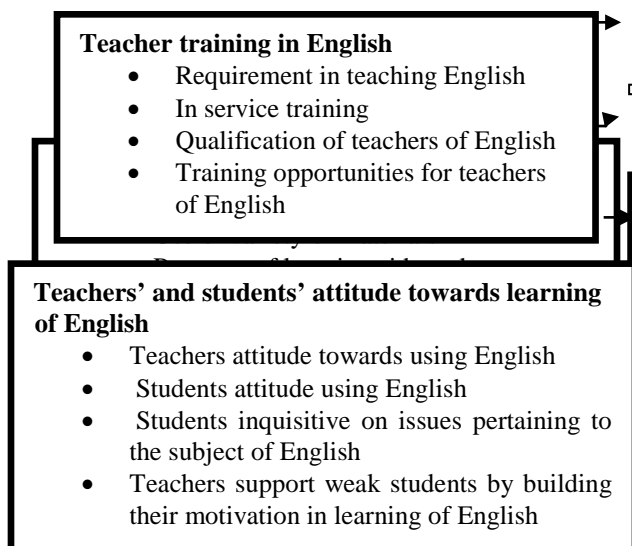
purposes. A school purposes include advancing student's knowledge and skills, shaping students' attitudes and behavior and satisfying staff member's needs. These are subsystems in the school system. This theory was relevant to the present study because the research sought to determine the effect of the use of English on the Performance of history subject was considered as a system while indicators and measurements were considered as agencies.

Krashen's theory of second language acquisition argues that students have two different ways of developing skills in a second language learning and acquisition. Learning is a conscious process that focuses the students on the form of the language while acquisition is a process similar to that by which we acquire our mother tongue and which represents the subconscious activity by which internalize the new language; putting emphasis on the message rather than on the form.

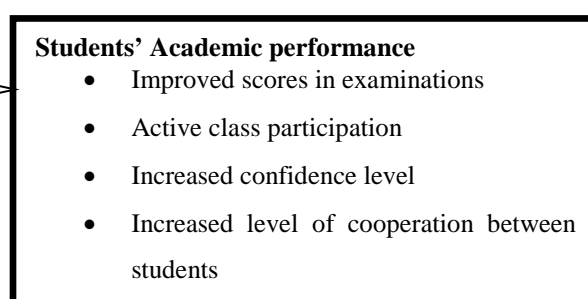
2.3 Conceptual Framework

Independent Variable

English language Proficiency Factors



Dependent Variable



Using English language by both teachers and students affect students' learning outcome. Therefore, either teachers or students must have skills in writing, speaking, reading and listening skills of the language of instruction so that they can interpret the concepts of subject content like history which requires both teachers and students to have much skills about it; these four skills of language play a big role in the classroom communication thus have an impact on the academic performance in history subject since teaching-learning process is done by interaction between teacher and students. In this regard if both teachers and pupils do not use of language of instruction it results in poor academic success

3.0 Research Methodology

Creswell (2014) stated that a research design refers to specific process that included in the study procedure. Descriptive research, according to Shona McCombes (2019), tries to accurately

3.2 Target Population

The present study was conducted using 50 school principals, 100 teachers and 900 students from selected secondary schools located in Kayonza District. This study used 1050 individuals from Kayonza district, Rwanda as a total population. Mahadjer *et al.* (2018) defines sample design as

$$n = \frac{N}{1 + (e)^2}$$

especially in history subject. The more skills towards medium of instruction which is English results in high academic performance in history subject as students can understand easily questions asked and answer them while few skills towards language of instruction leads to poor Academic performance in history as. The students learn better when they are active in the classroom, they ask questions and given their views on the content thus the language of instruction must be mastered to enhance these skills so as to help learners to perform well in the examinations. The present research will show how these variables help one another to influence academic success of students in secondary schools in Kayonza District, Rwanda.

and systematically denote a population, challenge or the nature of a study. It can provide response to questions related to what, when, where, when, and how, but no why.

scientific and calculated process that gives the proportion of a representative group from the entire population. The researcher calculated a representative group by means of Yamane formula:

Therefore, n stand for sample size N= standard for the target population e= represents margin error equal to 0.05=5% CI=Confidential Interval=95%

$$n = \frac{1050}{1 + 1050(0.0025)^2} = 290$$

This refers to the procedure of assessing the population by collecting data and analyzing evidences and responses (Kenton, 2022). Because of features of the subject being studied, this research selected the sampled population randomly and purposively. The main goal was to achieve a fairly research participants for drawing concluding remarks relied on comprise. The teachers was also selected purposively because of the subjects they teach only teachers who teach history, geography and entrepreneurship were sampled, and stratified sampling was adopted to choose a sample respondents and key informants. The present research used questionnaires, interviews and documents analysis method to get vivid data from different informers including teachers, head teachers and students so as to find out relationship between English proficiency factors and learning outcomes in history in selected secondary schools in Kayonza District, Rwanda. Documents analysis method was adopted to gather secondary source of information. Data analysis procedure refers to a systematic

application of quantitative and qualitative methods to explain and demonstrate and summarize the collected evidences and responses. In this regard, SPSS was used to generate descriptive statistics for research variables and inferential statistics to produce Pearson correlation coefficient to find out the association between independent and dependent variables (Knill, 2011). The correlation coefficient measured effect size r using the following regression equation: $Y = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$:

Where: Y= Performance in History Subject,

b_0 = Constant;

X_1 =Teacher training in English

X_2 =Availability of teaching and learning materials;

X_3 = Students and Teachers' attitudes in using English

4.0 Research Findings and Discussions

4.1 Presentation of Findings

4.1.1 Student Academic Performance in History in Secondary Schools in Kayonza District

Table 4. 1 Students' perception on their Academic Performance in History Subjects

	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Total		Mean	Sd
	N	%	N	%	N	%	N	%	N	%	N	%		
Effective teaching practices														
Student's performance in exams is influenced by his or her level of English.	6	2.5	4	1.6	9	3.7	107	44.0	117	48.1	243	4.33	.834	

History requires much English than other subjects	6	2.5	7	2.9	7	2.9	118	48.6	105	43.2	243	4.27	.852
Student uses vernacular during exams which makes him or her to fail in history subject	13	5.3	14	5.8	4	1.6	149	61.3	63	25.9	243	3.96	.995
Student is unable to explain him/herself questions asked in English	7	2.1	7	2.9	3	1.2	43	17.7	185	76.1	243	4.62	.824

Source: Secondary Data (2023)

Information depicted in Table 4.1, 117 (48.1%) students with a mean response of 4.33 and standard deviation of 0.834 strongly agreed that their performance in exams is influenced by their level of English, 118 (48.6%) students with a mean response of 4.27 and standard deviation of 0.852 agreed that the history requires much English than other subjects. Additionally,

149(61.3%) students with a mean response of 3.96 and standard deviation of 0.995 agreed that they use vernacular during exams which makes him or her to fail in history subject. Furthermore, 185(76.1%) students with a mean response of 4.62 and standard deviation of 0.824 strongly agreed that they are unable to explain him/herself questions asked in English.

Table 4. 2 Teachers’ perception on students’ academic performance in History

N Performance level	Strongly Disagree				Disagree				Neutral				Agree				Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	Mean	Sd
Students’ scores in national examination was assessed through speaking, reading and writing English	0	0.0	0	0.0	0	0.0	0	0.0	28	100.0	28	4.33	.834					
English language has a strong impacts on pass in national examination	0	0.0	0	0.0	2	7.1	8	28.5	20	71.4	28	4.27	.852					

The use of English in instruction has reduced students' performance in history	1	3.6	4	14.3	1	3.6	6	21.4	16	57.1	28	3.96	.995
Understanding English stimulate the performance in history subject	3	10.6	2	7.1	0	0.0	5	17.9	18	64.3	28	4.62	.824

Source: Secondary Data (2023)

Results presented in Table 4.2, 28 (100.0%) teachers with a mean response of 4.33 and standard deviation of 0.834 strongly agreed that scores in examination was assessed by their competencies in speaking, reading and writing English language, 20 (71.4%) teachers with a mean response of 4.27 and standard deviation of 0.852 strongly agreed that English had a positive influence on score obtained in exams. However,

16(57.1%) teachers with a mean response of 3.96 and standard deviation of 0.995 strongly agreed that the use of English in learning and teaching has reduced academic success in history. In the same vein, 18 (64.3%) teachers with a mean response of 4.62 and standard deviation of 0.824 strongly agreed that the system used for understanding English stimulate the performance in history subject.

4.2 Teacher Training in English and Performance of History in Secondary Schools

Table 4. 3 Relationship between Teacher Training and History Performance

	Teacher Training	History Performance
Teacher Training	Pearson Correlation Sig. (2-tailed)	.194 .064
	N	271 271
History Performance	Pearson Correlation Sig. (2-tailed)	.194 .064
	N	271 271

Source: Secondary Data (2023)

It was demonstrated that there was a weak positive relationship ($r=.194$, $p=.064$) between teacher training and the performance of History Subject in secondary schools in Kayonza District, Rwanda. However, the relationship was found to be statistically insignificant at $p<.05$ level of significance. Therefore it was concluded that teacher training does not have a significant effect on the performance of History subject in secondary schools in Kayonza District. From the findings, this study concurs with the observation of Bagambe (2015) by proving a significant association between English and learning outcomes in Bugesera District, Rwanda at ($r=0.693$) in and their ability to interact with others. Additionally, 84.1% of respondents concur

that the development of fundamental ways of dissemination the message influences learner's achievement in Bugesera District selected schools. According to a researcher, there is a strong and favorable correlation (0.869) between learning outcome in secondary schools in the Bugesera District and their reading level. Majority of respondents (71.1%) also concur that pupils' academic achievement in Bugesera District secondary schools is influenced by their reading skills. Additionally, the mean value above 3 indicates that pupils' academic success in Bugesera District secondary schools is influenced by their literacy abilities.

4.3 Teaching, Learning Materials in English and Performance of History

Table 4. 4 Relationship between Learning Materials and Students Performance

		<u>Teaching & Learning Materials History Performance</u>	
Teaching & Learning Materials	Pearson Correlation	1	.048
	Sig. (2-tailed)		.649
	N	92	92
History Performance	Pearson Correlation	.048	1
	Sig. (2-tailed)	.649	
	N	92	313

Source; Secondary Data (2023)

Table 4.4 shows the teachers’ results on the relationship between the presence of teaching and learning materials and the students’ performance in History. The table indicated the there was a very weak positive relationship ($r=.048$, $p=.649$) between availability of teaching and learning materials. This relationship was however insignificant at $p<.05$ level of significance. Therefore from the teachers’

perspective, the performance of students in History is not influenced by the presence or absence thereof of teaching and learning materials. A correlation was then done for the findings from students on availability of teaching and learning materials and performance of History.

4.4 Teachers, Students’ Attitude towards Learning of English and Performance of History

The analysis was also done to establish the teachers and students attitudes in learning and teaching History.

Table 4. 5 Relationship between Teachers Attitude and Student Performance of English

		Student and Teachers Attitude	History Performance
Student and Teachers Attitude	Pearson Correlation	1	.088
	Sig. (2-tailed)		.402
	N	92	92
English Performance	Pearson Correlation	.088	1
	Sig. (2-tailed)	.402	
	N	92	92

Source: Secondary Data (2023)

The analysis confirmed that there was a very weak insignificant relationship ($r=.088$, $p=.402$) between teachers attitude and the on the performance of History in secondary schools in Kayonza District, Rwanda. This implies that’s attitude is not a determinant of student on the performance of

History in secondary schools in Kayonza District, Rwanda. The relationship between student’s attitudes towards learning of English and on the performance of History in secondary schools in Kayonza District, Rwanda was as exhibited. Therefore it was concluded that students’ attitudes

play a very significant role in the on the performance of History in secondary schools in Kayonza District, Rwanda in this locality. Hence,

5.0 Discussion of Findings

The study discusses findings in accordance with specific objectives such as: to determine the level of student academic performance in history in secondary schools, the influence of teacher training in English on performance of History in secondary schools, the influence of influence of

5.1 Student Academic Performance in History in Secondary Schools

This study analyzed level of academic success in history among students in secondary schools through improved scores obtained from examinations, active class participation, increased confidence level, and increased level of cooperation between students. The study findings concurs with previous studies, for example, the results showed that using English as an instructional language rather than Oshiwambo (the mother tongue) prevents students from participating fully owing to the fact that it did not afford understandable effort, it doesn't serve as an instrument for organization skills for subject areas, gets in the way of the learner-centeredness that the nation's ministry so desperately wants. This supported by research done by Serge, (2021) in Karongi district, Rwanda revealed that teachers have incompetency in English language

5.2 Teacher Training in English and Performance of History in Secondary Schools

Most commonly factors related to teacher training in English included: the requirement in teaching English, in service training, qualification of teachers of English, teacher acquires confidence in the mastery of English language, and training opportunities for teachers of English regularly. Mandie, (2013) studied English as a situational analysis'. This research was carried out in South Africa. The study shed some light on the amount English teaching that presently took place in a content class. The research indicated that most of subject content teachers conducted a survey had recognized their duties for teaching English. These findings stressed need for advancing and improving adequate capacity building and education course for MI content top teachers. Suitable training in MI was proved to be one of the most pertinent element in increasing the level of academic literacy in South African students. From the

5.3 Teaching, Learning Materials in English and Performance of History

The study further established the opinions of teachers and students in regard to the availability of teaching and learning materials. The study also investigated

building positive attitude in students would enhance their performance.

teaching and learning materials in English on performance of History in secondary schools, and the influence of teachers' and students' attitude towards learning of English on performance of History in secondary schools.

which hinders them to teach in English. Researcher added that teachers cannot express themselves in English. The study came to the conclusion that English proficiency area is impacted by teaching failure to teach in English, lead classroom interactions in English, express themselves in English, and provide English language instructional resources. Teachers who teach in Rwanda, Kagwesage (2013) conducted a research to assess the way in which the Rwandan learner in university cope with education via New Foreign language (English) her research demonstrated that learners encounter various constraints and complexities in utilizing newly applied English. Therefore, the research pinpointed that involvement in class activities was decreased owing to the lack of terminology and fear to make errors in English language.

findings, this study concurs with the observation of Bagambe (2015) by proving a significant association between English and learning outcomes in Bugesera District, Rwanda at ($r=0.693$) in and their ability to interact with others. Additionally, 84.1% of respondents concur that the development of fundamental ways of dissemination the message influences learner's achievement in Bugesera District selected schools. The findings were also relevant since, they did not contradict the work of Mwiseneza, (2015) revealed that the teachers and students' usage of English in secondary schools for sampled secondary schools was low, though this research showed that they possessed the positive attitude toward English language of teaching and learning, the research demonstrated that students desire to master the language of instruction is frustrated by lack of model from teacher.

whether there was any relationship between the presence of teaching and learning materials and the performance of students in English. This was

analyzed from the teachers' perspective and also from the students' perspectives. Bagambe (2015), existence of significant association between learner's success and English skills ($r=0.693$) in Bugesera District and their ability to interact with

5.4 Teachers, Students' Attitude towards Learning of English and Performance of History

The analysis was also done to establish the teachers and students attitudes in learning and teaching History. Hakorimana (2020) evidenced that there was association between English proficiency and learner success which is significant at 0.874. Researcher also added its contribution to the success and secondary schools by increasing proficiency can

others. Additionally, 84.1% of respondents concur that the development of fundamental knowledge influences learner's achievement in Bugesera District Secondary Schools.

be ameliorate. Although, several determinants student performance, Dennis and Stahley (2012) conducted a case study with 400 students from grades 1 through 10 in one of Namibia's public schools through teacher interviews and observation. This research concentrated on implications of English selection for schooling

6 Conclusions and Recommendations

The study derived various conclusions regarding factors influencing on the performance of History in secondary schools in Kayonza District, Rwanda, as a result of the findings from the study. Firstly, the study concluded that training of teachers have no significant influence on the on the performance of History in secondary schools in Kayonza District, Rwanda. Correlation analysis indicated that teacher training has statistically significant relationship with on the performance of History in secondary schools in Kayonza District, Rwanda. Therefore, teacher training alone is not sufficient to enhance students' performance of History.

Secondly, the study came to the conclusion that for the students, the presence of teaching and learning materials has a significant influence on their on the performance of History in secondary schools in Kayonza District, Rwanda. Consequently, providing sufficient learning materials to the student is of paramount importance in as far as performance of History is concerned. However, the presence of teaching materials for the teachers has no significant influence on the performance of History in secondary schools in Kayonza District, Rwanda. As such, it is much more important to provide students with the learning materials since the same are used by the teachers in teaching.

Thirdly, the study concluded that students' attitudes significantly influence their on the performance of History in secondary schools in Kayonza District, Rwanda. The findings indicated a positive significant relationship between students' attitude, and the on the performance of History in secondary schools in Kayonza District, Rwanda. Thus, boosting

students' attitude in learning English would enhance their performance. To the contrary, teachers' attitude on teaching and learning had no significant relationship with the performance of History in secondary schools in Kayonza District, Rwanda. As a result, the study concluded that it is only students' attitude and not teachers that influences the performance of History in secondary schools in Kayonza District, Rwanda.

Additionally, the study led to the conclusion that on overall, teacher training, presence of teaching and learning materials, and students attitudes significantly influences on the performance of History in secondary schools in Kayonza District, Rwanda. Thus, performance of History would greatly be enhanced through improving on all these factors.

Reconsidering concluding remarks from the study findings and information argued that the author attempted to male some recommendations to the study. MINEDUC is recommended to provide enough resources to increase the level of English proficiency in secondary schools. More training in English proficiency is very important for improving English proficiency factors the level of understanding English. The study would recommend that the ministry of education provides more training for teachers to improve on their teaching methods. More in-service training should be provided to the teachers to enhance their experience in teaching. Additionally, the school management boards should ensure the provision of teaching and learning materials is sufficient in the schools. Teachers indicated that availability of teaching and learning materials improves the effectiveness of teaching and builds the students interests in learning English. Further, the researcher would recommend that the schools

find ways of providing more classes so as to reduce the number of students in a class. This improves the interaction of the teachers and students and ensures more individualized teaching. Students with positive attitudes are enthusiastic about learning and are very inquisitive wanting to know more. This improves even the learning environment as students become more cooperative with the teachers. There is a need to carry out a research on effectiveness of English proficiency in enhance

students' learning outcomes in history subjects. The study's suggestion is that further study should be conducted to establish the relationship between class size and the performance of History in secondary school but also in other subjects. In addition, the researcher recommends that future researchers should replicate this study in different district to allow for the generalization of the findings.

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