

Class Attendance versus Mathematics Pass Rate at a Higher Learning Institution

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Abstract

Ever since COVID-19 class attendance has become a problem in some higher learning institutions. This study investigates the relationship between class attendance and academic performance in Mathematics 2 at a South African university. Descriptive statistics and inferential statistics were used for this research. Literature on class attendance and Mathematics pass rate were also reviewed. Attendance records and final examination results were utilized to collect data for the research. Registers for 2 groups comprising of 190 mathematics students were marked every day during Mathematics lectures for 2 months in the second semester. After writing the final examinations, the marks were recorded and analysed according to class attendance. SPSS, descriptive statistics was utilized to analyse the attendance and the examination results. Inferential statistics was utilized to test the hypothesis at a significant level of 0, 05. The results suggested that there was a significant positive correlation between attendance percentage and examination marks, suggesting that higher attendance was associated with better marks. This study will inform the university to identify the students at risk in their academic performance due to poor class attendance and hence implement the necessary interventions.

Keywords: correlation; examinations; performance; records; register