

Investigating Factors Affecting Learner Performance In Mathematics At Junior Secondary Schools In Oshakati Circuit Oshana Region: Teachers Perspectives

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This study took a look at how teachers in the Oshakati circuit of the Oshana Region felt student performance in mathematics was affected by a variety of factors. In this research, constructivism was used as an underlying philosophy for the instructional approach taken to promote students' conceptual understanding. Case study research within a qualitative approach was used to conduct this investigation, which adhered to the interpretivist research paradigm. All 15 junior secondary schools (Grades 8-9) and their respective mathematics teachers in the Oshakati circuit were included in the analysis. For this study, 10 Oshakati circuit junior high schools were chosen at random. The mathematics teachers at 10 different middle schools in the Oshakati circuit were then randomly selected as a sample. The qualitative information in this study was gathered through an in-depth, face-to-face interview that was not preplanned and used open-ended questions. Interview data was transcribed, analyzed, and presented using thematic analysis.

The research revealed that some of the factors affecting student performance in Mathematics at Junior Secondary Schools in the Oshakati Circuit Oshana Region were: a lack of parental involvement and learner misconceptions about mathematics; a lack of teaching and learning materials at schools; a lack of training and workshops; poor learner discipline; a lack of motivation and support; and a lack of teaching and learning materials. Students' low math grades in junior high have been linked to a lack of parental involvement, according to a recent study. The results also showed that students' misconceptions and anxiety about mathematics at Junior Secondary Schools in the Oshakati Circuit, Oshana Region had a negative impact on their mathematical achievement. According to the results, students' poor math grades are largely the result of their own preconceived notions and biases about the subject. In addition, the research confirmed that students' mathematical abilities are negatively impacted by a lack of accessible educational resources in schools. Additionally, the research discovered that student disorganization negatively impacts their chances of mathematical achievement. Moreover, the study found that the performance of students in mathematics at Junior Secondary Schools in the Oshakati Circuit, Oshana Region, was negatively impacted by a lack of workshop/training opportunities at the school and in the circuit.

The research concludes that junior secondary schools in the Oshakati Circuit would benefit from increased access to teaching and learning tools if the Ministry of Education were to do so. The research also suggests prioritizing efforts to increase parental participation in their children's education, which may help students in Oshakati Circuit do better in mathematics. The research goes on to state that raising student motivation is a key to better arithmetic results in the classroom. Finally, the research suggests that students' mathematical success could benefit from better learner behavior and discipline.

Key words: Teachers, learners, performance, mathematics, junior secondary schools, factors, perspective.

DOI : 10.5281/zenodo.11475567

Introduction

Before Namibia got its independence in 1990, many of its citizens, especially the indigenous people, said that math was too hard for black people and wasn't meant for them (Kasanda, 2015). After the country got its independence, the government decided to change the education system quickly. Many voices from the education and teaching community in the region spoke out against the hasty decision (Kasanda, 2015). The problem was that not much planning had been done to make the change go smoothly. This was because the new government was trying to build more and better schools and break away from the South African Bantu system (Kasanda, 2015). In 1992, a new way of teaching called the Cambridge system was chosen and put into place. It was built on four pillars: fairness, access, quality, and democracy. The goal was to meet the needs of Namibians. Math was also added to the list of subjects that had to be taught as part of the reform. Even though the education system changed, math scores were still very low because the program didn't fix the problems that were already there or give enough training (Kasanda, 2015). The program was rushed and the teachers were not qualified, so student teachers weren't given the tools they needed to help students understand concepts (Kandumbu, 2005). The Basic Education Teachers Diploma (BETD) program needed a lot of attention so that teachers would know how to teach, exercise, and perform the rights and responsibilities that come up in real life (Kandumbu, 2005). The Ministry of Education should know that for educational change to happen, teachers, parents, administrators, and the whole community need to be involved. In other words, there should be a balance of power, participation, and consultations at all levels of the people affected by a decision.

Math is seen as a powerful way to help a country reach its development goals in Namibia and around the world (Tshabalala&Nchube, 2012). Most of the subjects taught in schools see mathematics as an important tool (Badmus, 2002). It's not too much of an exaggeration to say that math has become an important part of society and that math education is a must (Badmus, 2002). Even though math is important in people's daily lives, it is known all over the world. Because of this, math has a prominent place in the school curriculum (Zakariya&Bamidele, 2015). Research shows that junior secondary school students all over the country have been doing very poorly in math for the past ten years (Ipinge, 2014). If this problem is not fixed, future generations will not be able to compete in the world market. Even though most, if not all, jobs require math skills, most students hate math and other math-related subjects (Ojose, 2015). Also, there will be a shortage of engineers and doctors, which will make the country's budget go down because it will have to hire experts from other countries (Ojose, 2017).

1. Statement of the problem.

The issue addressed by this research is students' inadequate conceptual grasp of mathematics as a subject in Oshana Region Junior Secondary Schools. In the Oshana Region, students in junior high school have a difficult time grasping the fundamentals of numbers despite the subject's significance in everyday life (Oshana region statistics, 2014- 2016). The previous twenty years of performance have been dismal. Learners' poor success at the junior secondary level is depicted in Table 1.1 below, which covers the years 2015 through 2017.

Table 1.1: 2015 - 2017 Oshana mathematics examination analysis

School	A	B	C	D	E	F	G	H	I	J
2015	73	78.2	27	61.76	80.65	60	61.11	4.55	21.2	37.50
2016	82.7	62.2	21.42	35.2	3 1.1	39.1	4	26.8	27	9.4
2017	32.5	28	16.6	13	57.1	34.2	18.4	15.3	18	9.16

According to Table 1.1, the public, parents, students, teachers, and curriculum developers in the Oshana Region of Namibia have been concerned about the academic success of students in junior high school. Learner performance in mathematics at the junior secondary school level has been steadily declining over the past few years, despite mathematics' essential role as the subject that cuts across all subjects (Ali, 2013). Since 1990, the percentage of students who fail a math course has increased steadily. Despite the importance of mathematics, 63% of students earned unsatisfactory grades (E-U) in the subject in 2016.

The government of the Republic of Namibia has made an effort to train mathematics teachers to improve the situation in the Oshana Region (Kasanda, 2015). The Integrated Teacher Training Program (ITTP) and other similar intervention initiatives were established. ITTP's goal was to help Namibian educators get ready for in-service training that would improve their ability to instruct students at both the elementary and secondary levels (Kasanda, 2015). UNESCO led the project's implementation with help from UNICEF. The World University Service (WUC), a Danish benefactor, funded the in-service and Assistance to Namibia Teachers (INSTANT) project so that educators in the country could better assist their students in acquiring a firm grasp of mathematical and scientific concepts (Kasanda, 2015). In order to promote reforms in the Namibian education system and to upgrade teacher qualification, allowing them to acquire professional attitudes, teaching skills, understanding of the subject content, and knowledge of the curriculum, the Basic Teacher Diploma (BETD) was introduced (Kapenda, 2007 & Kasanda, 2015). In 1993, educators in Namibia adopted the Learner Centered Education model in an effort to correct historical inequities and improve educational opportunities for all students (Kapenda, 2007).

The government has been making an effort to improve mathematics education, but over the past few years, students' performance has declined. Identifying the causes of low math scores is the first step toward devising an effective solution. Learners' math scores continue to decline despite extensive research into the root causes of the problem in Namibia. No research has been done in the Oshana area to date on the factors involved in mathematics education that influence students' conceptual understanding at the junior high school level. Because of this void, research of this kind was warranted in the Oshana area. Consequently, the purpose of this research was to determine what elements in junior secondary institutions in Namibia's Oshana Region have an impact on both classroom instruction and student performance.

The objectives of the study are:

To identify factors affecting learner performance in Mathematics at Junior Secondary Schools in Oshakati Circuit
Oshana Region: Teachers perspectives

Theoretical Framework

This investigation is founded on constructivism-inspired teaching for conceptual understanding. Constructivism serves as the foundation for the very successful classroom instruction theory known as "teaching for conceptual comprehension." The theory of Piaget's cognitive socio-moral development is the foundation for the very successful classroom instruction strategy known as "teaching for conceptual understanding" (Woolfolk, 2004). Teaching for conceptual understanding requires teachers to give students the information that enables them to demonstrate what they can do and what they know in both close- and far-reaching contexts (Jia, 2010).

In order for learners to build knowledge and give meaning to what they experience and learn, educators must teach in a way that allows them to do so (Jia, 2010). As a result, it implies that students should be able to interpret the necessary knowledge as well as use the knowledge they have learned to build their own knowledge. Constructivism should be implemented in order to yield/produce large amounts of rich research fruits, including systematic studies, as it has a guiding influence on global education reform (Jia, 2010). This implies that students should be able to evaluate other issues in light of real-world circumstances, but constructivism agrees that knowledge cannot exist in its physical shape and independent of a particular entity. When it comes to learning, the interaction between the subject and the object can help build information. This is accomplished when students connect prior knowledge to new information, which involves, among other things, coding, processing, and building their own distinct understanding based on prior knowledge (Jia, 2010). In this situation, instructors should take on new responsibilities such as learning environment designers, academic facilitators for students, and learner guides instead of initiators and indoctrinators. At the start of each lesson, the instructor should take into account the learner's experiences, prior knowledge, learning habits, methods, and mode of thought as a growing point for new knowledge (Jia, 2010).

Constructivism has a number of traits, including the idea that learning is active and self-directed rather than passively taken in by the learner. It also requires higher order reasoning abilities that help students make sense of the outside world (Cohen, et al., 2010. p, 182). Constructivism, according to Jacobs, Vakalisa, and Gawe (2010), is "based on the belief that learners should be assisted in creating knowledge that is important and helpful in their own lives." As a result, the knowledge that students acquire must be applied in their daily lives because learned or mastered skills must be more significant than content. In particular, conceptual comprehension of a topic like mathematics that is applicable in all facets of life is necessary for knowledge to become meaningful and be used in learners' daily lives for improved performance.

Students are helped to go beyond rote learning, which is memorization, and to create new knowledge through an active construction process (Miranda, Nakashole, & Chirimbana, 2013). Constructivism is a theory that complements learners' understanding of mathematics, so this research is supported by it.

Literature review

Factors affecting learner performance in mathematics

1. Low Socio economic status

Wang's (2014) study shows that students from high socio-economic status (SES) do better in school than students from low SES. In the same way, Spaul (2011) says, "There is a big performance gap between learners in South Africa with low socioeconomic status (SES) and learners with high socioeconomic status" (p. 1). A study by Mbugua, Kibet, and Nkonke (2012) in Ghana showed that the education level of a student's parents or guardians is very important to their education. This is because parents with a lot of education are more likely to be good role models for their kids, and when parents are involved in their kids' education, they have a positive effect on them.

2. Parental involvement in children's school work

Le Mare (2014:67) says that there are different ways for parents to be involved in their children's education. Parents who are involved in their children's schools do things like attend school events and help out at the school. Parents who are interested in their children's minds expose them to stimulating activities and materials, like WI-FI, calculators, and books. They also take their children to cultural institutions. Parents who are involved in their children's lives talk to them in a positive way about school. They show that they care about school and want their kids to care about it, too.

Le Mare (2014) makes it clear that when parents are involved, students have a better attitude toward school. When parents get involved in a way that allows them to talk with teachers, they can work on ways to help their children understand concepts both at home and at school. Parents' personal involvement has a bigger effect on their children's learning in terms of conceptual understanding and getting good grades than their children's behavior.

3. Learners attitudes

Learners' attitudes and behavior affect how well they do in school, which is thought to be a key factor in helping students reach their goals and stay alive in the long run (Omwenga, 2014). A learner can't learn for conceptual understanding if they have the wrong attitude. Parents, peers, or even teachers may have hurt a child's spirit. The way a learner feels can be about the teacher or about the subject.

A study done in the Maldives shows that how students feel about math has no effect on how well they do in math. The results showed that Maldives students aren't very good at math, but they have a pretty good attitude about it as a subject (Mahomad&Waheed, 2011). A study by Sa'ad, Adamu, and Sanding (2014), on the other hand, shows that students' negative attitudes toward math have a big impact on how poorly they do in math.

Teacher's attitude: A teacher's attitude is usually about how he or she feels about math, but there may be other factors as well. Attitude includes a teacher's level of enthusiasm, resourcefulness, willingness to help, and knowledge of the content (Zan& Martino, 2007). So, it is a measure of how much someone dislikes or likes math, or how likely they are to avoid or do math-related activities. Math anxiety is a trend in the way people feel about math (Mensah, Okryere&Kuranchie, 2013). The overall performance of learners is greatly affected by how teachers and students feel about math as a subject (Pia, 2015). Keeping a positive attitude makes it easier for a teacher to help students understand what they are learning.

4. Overcrowded classes

Learners-to-teacher ratio: When there are a lot of students and not enough teachers, it's hard to teach and learn in a way that helps students understand concepts. When there are so many students to one teacher, the teacher can't give each student the attention they need (Chirimbana, 2014). This has a big effect on how learners are taught and how much individual attention they get. If there are a lot of students and not enough teachers, the teacher might not pay enough attention to each student. If things stayed the same, it would probably hurt the performance of learners, since

5. Teachers content Knowledge

Teachers' knowledge of the subject. Research has shown that the quality of the teacher has an effect on how well students do (Pia, 2015). So, high-quality teachers should be a requirement for teaching math in secondary schools so that students understand the concepts and do better in tests. This has hurt the learners a lot, which has led to their poor performance. In another study by Chirimbana (2014), it was shown that teachers with low levels of knowledge about how to teach and learn math have trouble teaching the subject, which makes students do poorly in math. These teachers are probably the ones who make students feel bad about learning math, which hurts their performance.

6. Classrooms that are too full

A study by Ojonubah (2015) found that math classes with too many students make it harder for students to learn math. It was found that math classes with too many students make it harder for students to learn, which hurts the quality of education (Ojonubah, 2015). When classes are too full, there aren't enough books, chairs, or space in the classroom. When classrooms are too full, many teachers have to deal with discipline, teaching, physical, and educational problems (Igbal& Khan, 2012). Overcrowding was seen to be one of the things that leads to lack of discipline, which in turn often leads to bad math grades. This means that the things listed above bring down the quality of education.

Methodology

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classroom instruction strategy known as "teaching for conceptual understanding" (Woolfolk, 2004). Teaching for conceptual understanding requires teachers to give students the information that enables them to demonstrate what they can do and what they know in both close- and far-reaching contexts (Jia, 2010).

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Findings and discussions

The main theme and sub-themes were found through a series of steps: getting to know the data, coding the data, looking for themes and developing themes, reviewing themes, defining and naming themes, and then writing up the themes. The data was then put together into one main theme with sub-themes and quotes from the respondents to back up the conclusions. Table 1 shows the main theme and sub-themes that came out of the collected data.

Main theme	subthemes
Factors affecting learner performance in mathematics at junior secondary school level in Oshakati Circuit, Oshana Region in Namibia.	Subtheme 1 lack of parental involvement and Misconceptions
	Subtheme 2:: Lack of teaching and learning materials
	Subtheme 3: Lack of Training and Workshops
	Subtheme 4:S5: Poor learner discipline
	Subtheme 5: Lack of Motivation and Support

Sub-theme 1: lack of parental involvement and Misconceptions

The majority of parents of children attending rural schools have poor levels of education, participants said, despite the fact that education should start at home. Participants also pointed out that many parents do not respect their contribution to their kids' education. Participant 6 and 7 stated, *"One problem the school encounters is that the majority of students come from houses headed by old people who cannot read or write, much less calculate in arithmetic."* Participants 2 and 3 remarked, *"Most kids reside with a grandparent, so they hardly ever find someone to help them with their arithmetic homework when they are at home. Participant 1 continued, "Homes do not promote education for children residing in rural areas."* According to participants 8 and 9, *"Even when we encourage parents to come and check their children's books at school; most parents do not take this activity seriously, only a few parents show up, therefore the progress of their children in their school work."*

A participant in the age group of ten said, *"There was once I invited a parent for one female student who did not usually complete her mathematics task; I kept waiting for the parent, but they never showed up."* It becomes difficult to come up with methods to help the students study as a result. Participants 4 and 5 said, *"I originally set up a system for each parent to check and sign his or her child's math homework books once a week, but only a few parents used to sign their children's books, which disheartened me."* This illustrates how little family involvement there was in their kids' education. It was evident from the answers above that parents' lack of participation in their children's

education is a factor in the weak math performance at the junior secondary school level. Participants assert that parental involvement may have an impact on students' math success.

The aforementioned results are consistent with those of Mutodi and Ngirande's (2014) research, which found that parental involvement and teacher support have a negative impact on students' performance in mathematics. This shows that students who do not receive their parents' complete support do not perform better in mathematics.

"There is a strong belief among students that Mathematics is a very difficult topic and that it is only for smart and brilliant learners," claim Participants 6 and 7. However, participant 10 believed that because mathematics is a practical topic and students do not want to practice it at home, the teacher will not be aware of the students' areas of weakness if they do not practice enough. Another participant (participant 2) stated that, *"the misconception stemmed from early years at primary level where learners could possibly not attain the fundamental competencies in mathematics"*. However, participant 3 felt that *"the culture of fear of mathematics among learners is hindering their perception to develop their mathematical philosophy."*

The empirical evidence presented above is also supported by Baldirstone (2000), who linked poor math performance to parental attitudes toward math because parents dread the subject as well. On the other hand, Brodie (2013) provided evidence to support the claim by identifying the lack of a useful library and laboratory, qualified teachers, factors related to the home environment and family background, as well as minimal parental involvement in their children's education, as the primary causes of poor performance in mathematics. Additionally, Chirimbana (2013) supported this viewpoint by attributing poor math achievement to a lack of parental support, interruptions in instruction, indiscipline, poor instruction, and calculation errors. Additionally, there are still a lot of misconceptions about how to comprehend mathematical concepts, and some participants expressed fear that these misconceptions will discourage many students from studying mathematics (Baldirstone) (2000).

Sub-theme 2: Lack of teaching and learning materials

The participants' verbatim comments on the dearth of teaching and learning resources at their schools were given in this subtheme. The teaching and learning materials, according to survey participants, are one factor that has contributed to Oshakati Circuit students' poor math performance in grades 8 and 9. Almost every participant discusses their personal experiences dealing with the problem at their institution. Despite the possibility of differences in their requirements and preferences for instructional tools, there are some general patterns that schools share. For instance, almost all participants have mentioned the need for a working computer lab where students can access online learning tools and discover simpler methods to approach calculations.

As one mathematics textbook is shared by up to five students, two of the participants (participants 10 and 9) claimed that *"many learners do not have textbooks, we only depend on the chalkboard."* Additionally, participant 8 stated that *"the learners only depend on the notes provided by the subject teachers on the chalkboard; a lack of teaching and learning resources is a problem across all disciplines."* In support of the aforementioned claim, participant 6 stated that *"we only use the few texts we have at school, such as in grade 8, where we have a total of 60 students and only 20 mathematics textbooks for grade 8 for the school's revised curriculum, so one copy is shared by many students."* Additionally, participant 7 stated that *"the schools only depend on the fund provided by the MOEAC, which is inadequate as compared to the school needs."* Participant 3 added that *"our school needs new facilities like a library, computer lab, and to buy new math textbooks as reference materials,"* while Participant 4 said it would be more appropriate if a fund could be secured for the school library, science lab, and computer lab rather than waiting until our school was fully equipped.

It was stated that a lack of funding might lead to low morale and a lack of commitment among teachers and students, which might have an impact on the caliber of instruction provided in the school. The answers provided above demonstrate that instructional methods and subject matter can have a detrimental effect on students' mathematics success in middle and high school. Participants came to the conclusion that a dearth of relevant texts and visual aids was the primary cause of poor learner performance in mathematics. The aforementioned findings support earlier Murphy (2010) study that showed how inadequate instructional materials reduce students' success rates.

Collins (2000) provided evidence to support this claim, citing a lack of relevant libraries and laboratories, qualified teachers, familial and home environments, as well as minimal parental involvement in their children's education, as the primary causes of subpar math achievement. The majority of participants also asserted that in order to lay a solid basis in mathematics, schools lack the following: libraries, laboratories, teaching games, and mathematical sets.

Sub-Theme 3: Lack of Training and Workshops

The majority of our teachers are not well-trained on the revised Math curriculum, which makes it challenging to implement it successfully, according to participants 10 and 8. Participant 9 added, *"Since I began my teaching career in 2016, I have never taken a workshop."* Participants 7 and 6 said, *"We only look to our HOD and nearby teachers for assistance when facing problems in our teaching."* But occasionally we need specialists from the regional office to train us on how we handle particular topics, participant 4 continued. Furthermore, according to participant 3, *"when the Senior Education Officer (SOE) visits schools to conduct classroom observation, they concentrate more on*

mistakes, frequently do not listen to and attend to teachers' problems but only blame teachers for errors they detected instead of helping the teachers to improve their teaching approach."

Participants also mentioned that, despite new instructors being hired since the last workshop for the revised curriculum was held in 2015, no follow-up training was provided. The second participant said, *"I only went to one workshop in 2015, when the new curriculum was updated."* Also regrettable, according to participant 4, *"there were subject facilitators that were chosen in the cluster three years ago to train teachers who were not trained on the revised curriculum, but this exercise did not effectively take place due to lack of funds."* He continued, *"While this activity is not 100% effective, at least assistance is provided when a certain teacher showed a problem in their teaching, we use knowledgeable teachers in the circuit as a referral."* The information above makes it clear that a dearth of training prevents teachers from providing high-quality mathematics instruction. Participants thought that one of the contributing reasons to the poor math achievement of learners was a lack of teacher training. These results support Matlala's (2015) assertion that teachers' understanding of mathematical material can be improved through instruction. This indicates that in order to enhance the teaching and learning process, mathematics instructors must receive training.

Sub-theme 4: Poor learner discipline

Participants' verbatim comments on learner's indiscipline in school and to a lesser degree at home and how it influences or affects learning were provided in this subtheme. Participants and the literature review showed that one of the main factors contributing to learning difficulties is students' lack of discipline (Geoge, 2014). The lack of classroom management efforts and the inadequate response by the school's disciplinary commission to indiscipline incidents only serve to exacerbate this problem. The participants believed that students' poor arithmetic performance was a result of common indiscipline, which includes absenteeism, social problems, and misbehaving while the instructor is teaching. Aura of unity between staff members and students is created, according to participant number 5, when indiscipline is dealt with forcefully. According to participant 6, *"in the past, student discipline used to not be an issue because many students were afraid of the authority and power that students have towards teachers."*

"This is not the case today because many of our students misbehave beginning at home, disobeying their parents, and then when they arrive at school, they have lost their respect for the instructors" (Participant 3).

The opinions expressed above are comparable to those of Peters (2016), who claims that lack of discipline and bad attitudes have always hindered learning and reduced student involvement. Participant 1 echoed Participant 1's statement that *"there are always disruptions and negative influences in the classroom when some students misbehave, even those who are driven to learn."*

Participant 8 shared the same opinions and added that *"good learning environments occasionally become chaotic whenever there are unruly learners."* This, in a nutshell, is sufficient evidence that, as long as disciplinary action is not taken against misbehaving students, indiscipline in schools has evolved into a major danger to good performance in any subject.

Sub-Theme 5: Lack of Motivation and Support

"Learners need someone from high office in the MOEAC or government to encourage them," participant 2 stated. *"We did our best to talk to them,"* she continued, *"but it seems that students do not want to take their learning seriously."* According to participant 1, *"learners do not put in additional effort in their learning, which may be due to a dearth of motivation."* Participant 3 added, *"Despite the fact that we give out prizes on a term-by-term basis to the students who excel in mathematics in each class, there has been very little progress among students."* Learners' confidence in approaching mathematical problem-solving queries is impacted by a lack of motivation and support. This indicates that in order for students to accomplish better in math, they need support. The majority of interviewees agreed that one of the things that contributes to poor mathematical problem-solving abilities is a dearth of motivation. The aforementioned results are consistent with Mutodi and Ngirande's (2014) assertion that encouragement and motivation enhance students' perceptions of, attitudes toward, and viewpoints toward mathematics. This suggests that students who receive educational and psychological assistance outperform those who do not in their ability to solve mathematical problems.

Conclusion

In Namibia's Oshakati Circuit, Oshana Region, the research revealed factors influencing learner success in mathematics at the junior secondary school level. The results showed that a variety of variables could have an impact on junior secondary students' mathematical performance. Specifically, inadequate parent participation, misunderstandings, a lack of training and workshops, poor learner behavior, and a lack of motivation and support.

Participants pointed to a lack of parental involvement as a factor in their subpar math achievement. According to the participants, the majority of children come from homes where the elderly are in charge, and when they are at home, they have no one to help them study. The participants also stated that even when invited, many parents whose children attend the school do not come in to talk about the difficulties their kids are having in class. Participants acknowledged that parents can be asked frequently but never show up. Additionally, the interviewees admitted that learners lack

motivation, which prevents them from making extra efforts to study. This suggests that students who receive academic and psychological help excel in mathematics compared to those who do not.

The results also showed that the students' misconceptions and fear of mathematics have a detrimental impact on how math is taught and learned in Oshakati Circuit. According to the results, some students' attitudes toward mathematics are negative, which negatively affects their performance in mathematics. The results also showed that the teaching and learning of mathematics at the junior high school level are impacted by a lack of resources. Participants disclosed that there was a shortage of math textbooks in their institutions, and that this had an impact on the dedication and morale of teachers and students. In addition, the research discovered that a lack of discipline among students has an impact on their success in mathematics. Learners exchange books when it comes to the availability of teaching and learning resources. The research found a lack of workshops and training both at the school and in the circuit. The majority of instructors, according to the participants, are not trained in the revised curriculum. The participants expressed their belief that a lack of workshops prevents teachers from acquiring the necessary abilities to successfully teach mathematics at the junior intermediate level.

Recommendations

The following suggestions are made to Namibia's Ministry of Education, stakeholders, math instructors, parents, and educational training institutions in light of the study's results and conclusions:

- The Ministry of Education should increase the distribution of sufficient Mathematics textbooks to junior secondary schools in order to support teachers' ability to teach effectively and ensure that all students have access to textbooks in order to reduce the shortage of teaching and learning materials.
- Parents, department heads, subject heads, and school principals should frequently attend classes and check students' workbooks.
- The ministry of education should arrange workshops and training for junior secondary mathematics teachers and address issues that affect the teaching and learning of mathematics at school.
- Teachers and students are encouraged to cultivate a positive attitude towards the teaching and learning of mathematics.
- Parents, regardless of their educational background and status of their income, should get involved in their children's education.

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